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ABSTRACT

This thesis investigated the attitudes toward reading of elementary students in 3rd and 6th grade at a small, rural western Kansas school before and after implementing a read-aloud program. The sample consisted of 58 students--33 boys and 25 girls, including both the study group (n=30) and control group (n=28). Independent variables were participation status, gender, socioeconomic status, English as a Second Language, family structure, self-esteem, and cognitive ability. Dependent variables were scores from the scales of the Elementary Reading Attitude Survey. Pretest scores from the scales of the Elementary Reading Attitude Survey and scores from the Reading Total of the California Achievement Test--5 were employed as covariant measures. Results appear to support the following generalizations: (1) students in 3rd and 6th grade who participated in a read-aloud program acquired a more positive attitude toward reading than students who did not participate; (2) female 6th grade students who participated in a read-aloud program acquired a more positive attitude toward reading than male participants; and (3) no association exists between reading attitude and socioeconomic status, English as a Second Language, self-esteem, cognitive ability, or family structure. Extensive appendixes include all materials used to conduct the study. Contains 28 references. (JBJ)

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ED 387 766

EFFECTS OF A READ-ALOUD PROGRAM ON READING ATTITUDES OF ELEMENTARY CHILDREN

being

A Thesis Presented to the Graduate Faculty
of the Fort Hays State University in
Partial Fulfillment of the Requirements for
the Degree of Master of Science

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Abstract

The purpose of the researcher was to investigate the attitudes toward reading of elementary students in 3rd and 6th grade at a small, rural western Kansas school before and after implementing a read-aloud program. The sample consisted of 58 students; 33 boys and 25 girls. Thirty pupils participated in the study group and a control group consisted of 28 pupils. The independent variables were participation status, gender, socioeconomic status, English as a Second Language, family structure, self-esteem, and cognitive ability. The dependent variables were scores from the scales of the Elementary Reading Attitude Survey. They were: Attitudes Toward Academic Reading, Attitudes Toward Recreational Reading, and Total. Pretest scores from the scales of the Elementary Reading Attitude Survey were employed as covariant measures. Also, scores from the Reading Total of the California Achievement Test - 5 were employed as a covariant measure for one composite null hypothesis. Eight composite null hypotheses were tested at the .05 level of significance employing a single-factor analysis of covariance. A total of 45 comparisons were made. Of the 45 comparisons, 7 comparisons were significant at the .05 level. The following were statistically significant:

1. participation status (30 weeks) for the dependent variable Attitudes Toward Academic Reading (6th grade students),

2. participation status (30 weeks) for the dependent variable Attitudes Toward Recreational Reading (6th grade students),

3. participation status (30 weeks) for the dependent variable Attitudes Toward Recreational Reading (3rd grade students who were read to but did not read aloud),

4. participation status (30 weeks) for the dependent variable Total (6th grade students),

5. participation status (30 weeks) for the dependent variable Attitudes Toward Academic Reading when employing Reading Total from the California Achievement Test-5 as a covariant measure (6th grade students),

6. gender for 6th grade and the dependent variable Attitudes Toward Academic Reading, and

7. gender for 6th grade and the dependent variable Total.

The results of the present study indicated the following:

1. students in the 6th grade who participated for the 30 weeks had a statistically larger adjusted post mean score than 6th grade students who did not participate for the dependent variable Attitudes Toward Academic Reading,

2. students in the 6th grade who participated for the 30 weeks had a statistically larger adjusted post mean score than 6th grade students who did not participate for the dependent variable Attitudes Toward Academic Reading,

3. students in the 3rd grade who participated for the 30 weeks had a statistically larger adjusted post mean score than 3rd grade students who did not participate for the dependent variable Attitudes Toward Recreational Reading,

4. students in the 6th grade who participated for the 30 weeks had a statistically larger adjusted post mean score than 6th grade students who did not participate for the dependent variable Total,

5. students in the 6th grade who participated for the 30 weeks had a statistically larger adjusted post mean score than 6th grade students who did not participate for the dependent variable Attitudes Toward Academic Reading when employing Reading Total on the California Achievement Test-5 as a covariant measure,

6. female students in the 6th grade who participated in the implemented read-aloud program had a statistically larger adjusted post mean score than male students in the 6th grade for the dependent variable Attitudes Toward Academic Reading, and

7. female students in the 6th grade who participated in the implemented read-aloud program had a statistically larger adjusted post mean score than the male students in the 6th grade for the dependent variable Total.

The results of the present study appear to support the following generalizations:

1. students in the 6th grade who participate in a read-aloud program acquire a more positive attitude toward reading than 6th grade students who did not participate,

2. students in the 3rd grade who are read-aloud to acquire a more positive attitude toward reading (Attitudes Toward Recreational Reading) than 3rd grade students who did not participate,

3. female students in the 6th grade who participate in a read-aloud program acquire a more positive attitude toward reading (Attitudes Toward Academic Reading and Total) than 6th grade male students who did participate,

4. no association between socioeconomic status for those who participated in this read-aloud program and reading attitude,

5. no association between English as a Second Language for those who participated in this read-aloud program and reading attitude,

6. no association between family structure for those who participated in this read-aloud program and reading attitude,

7. no association between self-esteem for those who participated in this read-aloud program and reading attitude, and

8. no association between cognitive ability for those who participated in this read-aloud program and reading attitude.

Introduction

Overview

Jim Trelease, (1989b, p. 8) a reading aloud advocate, stated the following:

> Obviously, if we are spending large amounts of money and time in successfully teaching children to read but they in turn are choosing not to read, we must conclude that something is wrong. In concentrating almost exclusively on teaching the child how to read, we have forgotten to teach him to want to read. And there is the key: desire.

It has long been understood that if children do not read then obviously they will not get any better at reading. Some children need to be encouraged to read as pointed out by Kimmel and Segel (1988). They wrote, "Reading needs to be encouraged. It is like a piano, once you learn the notes, you still have to practice" (p. 55). The Commission on Reading (Anderson, Hiebert, Scott, & Wilkinson, 1985) also agreed with this generalization. It reported, "No one would expect a novice pianist to sight read a new selection every day, but that is exactly what is expected of a beginning reader" (p. 53). Applebee (cited in Trelease, 1989a, p. 8) wrote, "Reading is an accrued

skill. The more you read, the better you get at it; and the better you get at reading, the more you like it. Thus, the more you like it, the more you do it."

In most schools today, three components receive the major portion of the time and effort devoted to reading instruction: word attack skills, comprehension skills, and study skills. These cognitive skills are highly important (Alexander & Filler, 1976) but an affective component--attitude--is equally important. There is little disagreement relative to the importance of positive attitudes in assuring maximal success with reading.

Anderson, Wilson, and Fielding (1988, p. 285) maintained that "reading books was the out-of-school activity that had the strongest impact on reading proficiency." Reading by, with, and to children is essential in developing present and future readers. If a skill like comprehension increases with so little effort, how then can students be motivated to read? What will build that desire to read?

Definitions of reading. The Commission on Reading (Anderson et al., 1985, p. 7) defines reading as: "the process of constructing meaning from written texts. It is a complex skill requiring the coordination of a number of interrelated sources of information." The Commission on Reading went on to define the skill of reading in five ways: (a) reading is a constructive process, (b) reading

must have fluency, (c) reading must be strategic, (d) reading requires motivation, and (e) reading is a lifelong pursuit. Of these five skills the one that stated reading requires motivation is the skill that is seen as the key to learning to read. This motivation is developed from the belief that reading can be interesting and informative. Attitude and desire to read therefore making reading a lifelong pursuit.

Reading was further defined by Robeck and Wilson (1974, p. 41) as a "process of translating signs and symbols into meaning and incorporating new meaning into existing cognitive and affective systems." According to this definition, the process of reading is definitely more than just a thinking or cognitive skill. It is more than just prior knowledge, it must include a more intangible affective component--attitude. Anderson, Hiebert, Scott, and Wilkinson (1985, p. 8) defined reading in a much simpler way. "It is a process in which information from the text and knowledge possessed by the reader act together to produce meaning. Good readers skillfully integrate information in the text with what they already know."

Attitudes toward reading. Attitudes toward reading have been defined in various ways. Alexander and Filler (1976) considered attitudes to be a system of feelings toward reading which causes the learner to approach or avoid a reading situation. A learner's attitude can vary

with the various dispositions he/she may feel. The learner's environment may affect the learner's attitude toward reading.

Smith (1988, cited in McKenna & Kear, 1990) observed that "the emotional response to reading... is the primary reason most readers read, and probably the primary reason most nonreaders do not read..." (p. 626). Wilson and Hall (1972, cited in Alexander & Filler, 1976, p. 1) stated that a positive attitude is "essential for successful mastery of the printed page."

In an effort to better understand students' attitudes toward reading, Foertsch (1992) indicated that researchers from the National Center of Educational Statistics asked students to describe their own ability to read. A relationship was reported between self-perception of ability and actual performance and between proficiency and positive attitudes toward reading. Put simply, as proficiency increased, so did positive attitudes toward reading. Foertsch also reported children reading for fun on their own had a higher proficiency toward reading than the children who did not read for fun. Finally, students who reported reading silently every day showed a higher proficiency in reading than those not engaging in this activity.

Attitude development and reading aloud. Tunnell and Jacobs (1989) stated, "Positive attitudes toward reading

seems to be affected by allowing students to select their own reading materials" (p. 476). As Trelease (1989b, p. 8) stated, "Early experiences with the richness and variety of real reading materials seems to give children reason to read, teaching them not only how to read, but to want to read."

The Commission on Reading (Anderson et al., p. 23) stated, "The single most important activity for the building of the knowledge required for eventual success in reading is reading aloud." This recommendation was repeated by the U.S. Department of Education publication, What Works: "The best way for parents to help their children to become better readers is to read to them" (cited in Binkley, 1988, p. iii). Elkind (1989, p. 141) agreed with both documents by stating, "Reading regularly to children and giving them picture books of their own stimulate their imaginations and help them view reading as relaxing and fun." Kimmel and Segel (1988) stated that reading aloud to children builds the desire to read. They wrote, "Reading is one of the most basic educational practices. It is through reading aloud that children learn that reading for pleasure is worthwhile" (p. 30). When read aloud to, children can learn how wonderful a book can be; therefore, reading can be included in leisure activities.

Since the practice of reading aloud is so highly praised one must wonder, "Why is it so important?" Trelease (1989b, p. 2), a leading advocate of reading aloud, answered this question by writing, "The initial reasons for reading aloud are the same reasons you talk to a child: to reassure, to entertain, to inform or explain, to arouse curiosity and to inspire--and to do it all personally, not impersonally with a machine." Trelease had a second reason as to why reading aloud was so important. He wrote, "...and of great importance in an age of rising illiteracy, is the established act that regular reading aloud strengthens children's reading, writing, and speaking skills--and thus the entire civilizing process" (p. 2). Trelease went on to state, "All these experiences create or strengthen a positive attitude about reading, and attitude is the foundation store upon which you build appetites."

Dwyer and Isabel (1990, p. 70) stated reasons as to the importance of reading aloud to students similar to those of Trelease: "Reading aloud to students introduces them to good literature, encourages language development, and demonstrates that wonderful experiences can come from books." Hearing stories from books will increase children's awareness and enhance their vocabulary. Trelease reinforced this by stating (1989a, p. 205) "Listening comprehension comes before reading comprehension, if a child has never heard a word, he will never say the

word. The listening vocabulary is a pool of words that fills the reading vocabulary pool." According to Dwyer and Isabel, the most important reason for reading aloud is enjoyment and this enjoyment will strengthen young people's desire to read (1990, p. 70).

Rosenblatt, Walker, and Kuerbitz (1979, cited in Michener, 1988) also emphasized the importance of children having fun while reading. They wrote, "Reading aloud to children gives them a feeling that reading is important, fun and informative, while exposing them to a wide variety of experiences they can later use to interpret the words they will decode" (p. 118).

Reading aloud is the most effective advertisement for the pleasures of reading. Maeroff (1989) also had strong opinions about when to begin reading aloud to children. He wrote, "A primary mission during the early years should be to instill a love of language, both oral and written, in a child. Children can be led to believe that something wonderful and miraculous lurks between the covers of books, something they will want to explore for themselves just as soon as they are able" (p. 45). he also stated,

> Some parents tend to think of reading aloud as an activity to be limited to the preschool years or perhaps lasting for only a few years in the elementary school. This is shortsighted, according to the experts, who urge that reading aloud continue at least

into junior high and perhaps even into high school. When older children are involved, parents and children should, of course, take turns doing the reading. (p. 55)

Reading aloud success. A success in reading aloud was shown by Christmas (1993) who developed and implemented a plan of reading aloud to improve reading achievement of second grade students at an elementary school in rural Georgia. A majority of these 70 second graders had not achieved an average percentile rank on the reading portion of the Iowa Test of Basic Skills. Poor socioeconomic conditions were blamed for lack of exposure to books except at school and, therefore, the poor attitude toward reading. The plan implemented stressed a read aloud approach. Interventions included a program of daily oral reading in the classrooms, 15 minutes daily of sustained silent reading, writing reactions to daily readings in a journal log, and recruiting parents to enroll their children in a Read-Aloud Club.

The Stanford Diagnostic Reading Test (SDRT) was used as a pretest/posttest for the implemented plan. The plan was implemented for 30 weeks and included grades K to 3, but only the second grade was tested for improvement in reading comprehension, word reading, and auditory vocabulary. On the reading comprehension subtest of the SDRT, the percentile rank for the second grade improved by

46.4% after the implemented plan. The word reading subtest of the SDRT showed an increase of 43.6%. Finally, the SDRT auditory vocabulary subtest showed a 38.5% increase for the second grade. These results supported the plan's projected improvement for the effectiveness of using reading aloud for improving achievement.

Another effect of this implemented read-aloud program was the attitudes of the parents and children involved in this program. No actual statistical measurements were taken but at the conclusion of the program parents and children were asked to write their feelings towards the read-aloud program. All comments were positive. Also, many schools asked to use the plan after hearing of its success.

Wright (1992) reported success from the study she conducted on reading aloud. In her study, Wright divided 43 fourth grade students into 3 groups: (a) a school read-aloud group, (b) a home read-aloud group, and (c) a control group. The study was conducted for 10 weeks with a pretest/posttest 3 group design. Wright employed the following S.R.A. subtests scores as dependent variables: reading comprehension, reading vocabulary, and reading total. Of the 18 comparisons made, 3 were statistically significant at the .05 level. The following were significant comparisons:

1. Those who participated in the school read-aloud group had significantly higher scores than the control group for the dependent variable reading vocabulary.

2. Those who participated in the school read-aloud group had significantly higher scores than the control group for the dependent variable reading total.

3. Girls who participated in the home read-aloud program had significantly higher achievement for the dependent variable reading total.

Wright (1992) found no association between the following independent variables: gender, family structure, perception of the family, and reading achievement in a read-aloud program at home or school.

Meter (1990) found an association between second grade children whose parents read-aloud to them and the improvement of reading achievement. The read-aloud program was implemented for a period of 9 weeks, with the children being read-aloud to by either the researcher or their parents. He reported the following comparisons were statistically significant at the .05 level. Those who were read-aloud to, compared to the control group, had a higher reading achievement on the following dependent variables: (a) phoneme/grapheme- consonants, (b) phoneme/grapheme-vowels, (c) vocabulary in context, (d) word-part clues, (e) reading comprehension, and (f) total reading battery. Meter also found that children who participated in Chapter

I reading did significantly better than those who did not for the dependent variable vocabulary in context.

Trelease (1989b, p. 34) also cited some success stories related to reading aloud to children. He wrote,

> The benefits that come from reading aloud help the entire curriculum especially since reading is the curriculum. The principal ingredient of all learning and teaching is language. Not only is it the tool with which we communicate the lesson; it is also the product the student hands back to us in math or science or history class.

Trelease maintained, "The classroom teacher who reads aloud helps the class to become better listeners and develop greater verbal skills" (1989b, p. 34). Trelease stressed the importance of children reading to each other, and the necessity of pairing partners of differing reading abilities. He wrote,

> If students are not read to, if day after day the only reading they hear is the drone of fellow members in the 'turtle' group, they are certain to finish the year sounding like a 'turtle'. We need to balance the scales and let children know through reading aloud that there is more to reading than worksheets, and we must do it before they close the door on reading for the rest of their lives. The child who is unaware of the riches of literature certainly can have no desire for them.

Participation in a Read-Aloud Program and Attitude Toward Reading

Leach (1993) conducted a study to determine the association between a paired reading aloud program, reading achievement, and attitude. The children of a third grade classroom were paired based on the results of a student attitude questionnaire. An at-risk child known as the tutee was paired with a more able child called the tutor. A 16 week period was allotted with sharing and modeling reading strategies in reading aloud. A cooperative learning format was taught in the classroom to encourage the help and support of all the children. Also, the class was given more frequent opportunities to read. In addition to the read-aloud activities, the students kept a daily log in free response to what was read that day. The California Test of Basic Skills was used as a pretest/posttest to measure achievement. The student attitude questionnaire was given again at the end of the study.

The results in reading achievement showed substantial gains for tutees in the paired reading program. For these tutees who entered third grade reading below grade level, the results indicated that they were reading at or above their present third grade level. All posttest grade equivalents for the tutors showed a slight gain in reading achievement. The survey of attitudes toward reading showed a gain in pre-survey to post-survey assessment. Again, the

tutees showed more improvement in attitude than did the tutors. The students reported problems in understanding the survey's questions, and the researcher could not account for this, which caused difficulty in interpretation of the survey's results. Overall, indications showed a more positive attitude at the end of the program, but exact ranges of the improvement of attitude were difficult to determine.

Harrison (1994) conducted a practicum to remediate the ineffectual value placed on reading by third grade students in a rural school in Georgia. It was postulated that these students were not motivated to read; therefore, they read poorly. The researcher implemented a program for a 12 week period for 39 third grade students. The plan included a 20 minute period daily of read-aloud time. The read-aloud time was followed with discussion of the reading and then journal writing followed the discussion. In the journal, the student could write any thoughts he/she had on the daily reading.

An attitude inventory that the researcher made was administered before the start of the study and it was repeated at the end of the study. Positive responses were used from this inventory to determine if attitudes toward reading had improved as a result of the treatment of reading aloud. In the first administration of the inventory, 39 student showed 158 positive responses out of

273 inventory questions. In the second administration of the inventory a total of 35 students showed 196 positive responses out of 245 questions. Another sign of the practicum's read-aloud treatment effectiveness was the positive reading attitude expressed over the 12 weeks in the students' daily journal writings. Harrison's goal at the end of the practicum was for the students to enjoy and chose to read. According to Harrison this goal was met.

Mullis, Campbell, and Farstrup (1993) indicated that in the 1992 National Assessment of Educational Progress report on reading assessment, fourth graders who were taught by teachers putting heavy emphasis on literature-based reading instruction had a higher proficiency than students who received little or no emphasis in literature based reading. As reported earlier, Foertsch (1992) stated a higher proficiency in reading often lead to a more positive attitude toward reading.

Gender, Participation in a Read-Aloud Program, and Attitude Toward Reading

According to the National Assessment of Educational Progress (NAEP), the fact that girls read better than boys seems to be a foregone conclusion in education. The NAEP reports for four consecutive issues (1970-1084) showed that girls ranked higher in proficiency than boys at all grade levels tested.

Cloer (1992) studied gender attitudes concerning academic and recreational reading. The researcher used two sets of subjects, 280 pupils and 18 teachers for grades 1 to 3, and 315 pupils and 16 teachers for grades 4 to 6. All the subjects, including the teachers, were given McKenna and Kear's Elementary Reading Attitude Survey (ERAS). The ERAS is divided into 3 scoring sections: (a) an academic reading attitude score that shows how the student feels about traditional ways of teaching reading, (b) a recreational reading attitude score which deals with reading for fun, and (c) a Total which was the score of both the academic and recreational reading attitudes. In comparing the scores from the instruments, the findings showed that boys' scores on both the academic and recreational reading parts of the instrument dropped significantly in grades 4 to 6. Also, the girls scores on the academic reading part of the instrument dropped significantly in grades 4 to 6. The second finding was that there were not significant differences in the recreational or academic reading attitudes of boys versus girls in grades 1 to 3. Finally, the third significant difference found in the study was between recreational reading attitudes of boys and girls in grades 4 to 6. The boys' recreational attitudes dropped significantly while the girls' recreational reading attitudes remained. The differences in scores were significant at the same .05

level. It was reported that both the boys' and girls' scores in grades 4 to 6 had poorer academic reading attitude than the boys' and girls' in the grades 1 to 3.

Socioeconomic Status, Participation in a Reading-Aloud Program, and Attitude Toward Reading

Results from the 1992 NAEP Reading Report Card Assessments (Mullis et al., 1993) showed that students attending advantaged schools showed higher reading proficiency than students from less advantaged schools. Alexander and Filler (1976) maintained that it was assumed students from lower socioeconomic classes would have more negative attitudes toward reading and learning than those from higher levels.

Rains (1993) supported this idea with her research on the attitude toward reading of two western Kansas schools for students in grades 1 through 6. In one school the researcher taught reading and reading related activities for 45 minutes a day during the 1992-93 school year. The other western Kansas school served as a control group. The McKenna and Kear Elementary Reading Attitude Survey was given as a pretest/posttest. When comparing the independent variable of socioeconomic status to the Elementary Reading Attitude Survey, it was found that high socioeconomic class students had a significantly higher adjusted posttest mean in the Attitude toward Academic Reading Score and the Total Attitude toward Reading Score than low socioeconomic class

status students. This reinforced Alexander and Filler's (1976) statement that low socioeconomic classes have a more negative attitude toward reading.

Filler (1973, cited in Alexander & Filler, 1976) investigated the relationships among reading achievement, socioeconomic status, and reading attitudes. Achievement was measured by the Stanford Achievement Tests and socioeconomic class status was determined by Title 1 Federal Aid. Two elementary schools were selected that were receiving Title 1 Federal Aid and two that were not. Attitudes toward reading were measured by the Estes Reading Attitude Scale. The 177 fifth grade students used in the study were selected at random from the four schools. The findings of the study were not conclusive; however, there were observable trends in the negative attitude toward reading. Results were reported in stanines, and there was evidence that indicated no appreciable difference between the attitudes of students from the two socioeconomic levels.

Self-Esteem, Participation in a Read-Aloud Program, and Attitude Toward Reading

Limited studies have been conducted pertaining to self-esteem and how it relates to attitudes toward reading. The causes of lack of motivation to read in some cases could be due to poor self-esteem. If students do not feel good about their ability to read, then they prefer not to read.

Many of these students have not been read to by teachers or parents; therefore, they lack the knowledge that makes reading exciting or rewarding.

Brown (1991) implemented a personalized reading approach for at-risk middle school students. Three studies were conducted to determine these factors: (a) if a Summer Step Reading Program using a personalized, contextualizing reading approach was effective, (b) if children's self-esteem was enhanced by participation in the program, and (c) if the students' attitudes toward reading improved.

There were 67 boys and 52 girls, totaling 119 students in the study on reading. In the self-esteem study, 70 boys and 61 girls participated for a total of 131 students. In the attitude study, a total of 124 students participated, 69 boys and 55 girls. Data for these studies were collected through pretest/posttest evaluations.

The following reading strategies were implemented: (a) directed reading and thinking activities were used, (b) each day the students would self-select reading materials and have the opportunity to read, (c) teachers read-aloud to students every day, (d) writing was used as a reading strategy on a daily basis and journal writing on that day's read-aloud was required, (e) students shared their ideas orally through use of cooperative learning strategies and discussions with teachers, and (f) music was utilized as a

positive message and served as a medium for teaching selected reading comprehension skills.

After the camp was conducted, the reading study results compared the pretest/posttest scores of the Brigance Diagnostic Comprehensive Inventory of Basic Skills, Reading Comprehension Placement Test. Form A of this test was the pretest at the start of the camp, and Form B was the posttest. The t-test for dependent samples was applied with the following results: t value = 4.91 with a one-tailed significance of $p < .001$. Therefore, the results indicated that this approach was effective at a statistically significant level.

The self-esteem study was part of the research because this basic need must be addressed before optimal academic learning can occur. This meant that intellectual or academic needs cannot be adequately addressed, if the student's need of self-esteem was not fulfilled. The Piers-Harris Children's Self-Concept Scale was administered as a pretest-posttest measurement in this part of the study. The t-test for dependent samples was again applied to the data for self-esteem. The following results were: t-value = 5.06 with a one-tailed significance of $p < .001$. The results of this part of the study indicated that students' self-esteem did improve when they participated in the program. The attitudinal study towards reading was appraised by an instrument using a Lickert-type scale.

This instrument was written by the researcher and used in a pretest/posttest design. The objective was to determine if the students' participation in the Summer Step Program influenced their attitude towards reading. The *t*-test for dependent samples was applied to the pretest/posttest data, resulting in a *t* value of 3.42 and a one-tailed significance of $p < .001$. These results indicated that the attitude of students regarding reading improved significantly from the time of the pretest to the posttest.

Another study (Harrison, 1994) was intended to assess the effectiveness of peer tutoring in reading abilities of average and below average third grade readers. Low self-esteem was part of the focus of the researcher since this was not often addressed in meeting the needs of at-risk students. The students, when interviewed before the study, reported that they seldom read for pleasure and all stated that they read poorly.

A 12-week period of 20 minutes daily was set up for the 39 students chosen to participate in the study, but only 35 finished the study because of family moves. The researcher used paired reading aloud with cooperative learning in this 20 minutes. Journal writing followed the daily read-aloud. Parents were encouraged to enroll their children in a read-aloud club. The focus of improving the student's self-esteem was accomplished through meeting

individual needs and through encouraging respect through storytelling and role playing.

The researcher developed an attitude inventory to measure the 39 students' attitudes toward reading. Positive and negative responses were used to determine success in achieving a better attitude toward reading through a pretest/posttest measurement. Out of 273 responses on the pretest inventory, 158 were positive, 82 were negative and 33 were undecided. On the final inventory, out of 245 responses, 196 were positive, 30 were negative and 19 were undecided. Harrison did conclude that the study showed a positive increase in attitude towards reading due to the focus on self-esteem through reading aloud.

Grade Placement, Participation in a Read-Aloud Program, and Attitude Toward Reading

Estes and Johnstone (1977, cited in Rains, 1993) stated that no child enters school intending to hate reading. Rather, most children begin school with unlimited enthusiasm to learn. Why then, do children become indifferent to reading as they continue through their school years? Trelease (1989b) addressed why children turn off to reading before they even get a chance to begin. He stated, "Amid all the workbook pages and academic jargon, we daily overlook the very purpose of literature: to provide meaning to our lives" (p. 13). Over the years,

researchers like Alexander and Filler (1976) have maintained that since attitudes developed early, the elementary school years were crucial in developing a positive attitude towards reading.

Rains (1993) studied attitudes toward reading and grade placement. Grade placement was used as an independent variable to see if there was an association between it and the dependent variable of attitudes towards reading. The Elementary Reading Attitude Survey was used to measure attitude on three levels: (a) Attitudes Toward Academic Reading, (b) Attitudes Toward Recreational Reading, and (c) Total. The study sample consisted of grades 1 to 6 in two small schools in western Kansas. The results of the study showed a statistically lower adjusted mean score for Attitudes Toward Academic Reading, Attitudes Toward Recreational Reading, and Total for 5th and 6th graders than for 1st and 4th graders.

Cognitive Test Scores, Participation in a Read-Aloud Program, and Attitude Toward Reading

According to Alexander and Filler (1976), many educators maintained that the higher the intellectual level of the learner, the more positive the learner's attitude will be toward reading. The few research studies found by the present researcher did not seem to support this position.

Groff (1962, cited in Alexander & Filler, 1976) conducted an investigation of the relationship between critical reading scores and attitudes expressed toward reading. A sample of 305 fifth and sixth grade children were described as average in terms of their tested intelligence, reading ability, and socioeconomic class status. Intelligence, as measured by the Kuhlman-Anderson Intelligence Test, and the attitudes, as measured by Remmer's Scale for measuring attitude toward any subject, were compared for possible associations. Results showed that there were no relationships found.

Stanovich, Cunningham, and Freeman (1984, cited in Miller & McKenna, 1989) examined general intelligence and other conceptual measures, such as listening comprehension, as it related to early reading. The conclusion was that while general intelligence measures were significantly correlated with reading comprehension, the same measure did not appear to have a predictive advantage over other reading variables.

Rains (1993) conducted a study of reading attitudes of two western Kansas schools for students in grades 1 through 6. Intelligence test scores were used as an independent variable and attitudes toward reading as the dependent variable. The analysis of the adjusted post mean scores of the Elementary Reading Attitude Survey for those who participated in a reading program according to intelligence

test scores showed that none of the comparisons were statistically significant at the .05 level; therefore, there was no association between intelligence test scores and attitudes toward reading for those who participated in the study.

Summary

Attitudes toward reading appear to be associated with readers' experiences and environment. Many researchers maintain that attitudes can be changed. Reading aloud was one way to make children better readers and to introduce them to the desire to want to read. The studies and literature reviewed indicated that participation in a read-aloud program, gender, socioeconomic status, self-esteem, grade placement, and cognitive ability may all be variables in attitude development towards reading.

Statement of the Problem

The purpose of the researcher was to investigate the effectiveness of a read-aloud program.

Rationale and Importance of the Study

"Reading is a basic life skill, the cornerstone for a child's success in school, and indeed, throughout life" (Anderson et al., 1985, p. 1). Yet in society many children simply do not like to read and therefore do not read. "Any society that offers either so many distractions or negative role models that 2 out of 3 youngsters can't read, won't read, or hates to read is going to suffer as a

result. It will suffer in the choices those children eventually make in the voting booth; how they chose to spend their time and money; how they raise their children; what they adopt as value system; and whom they emulate" (Trelease, 1989b, p. xx). Counselors should be concerned with attitude toward reading since a highly technological age has developed an increasing number of occupations that require vast amounts of reading far above functional literacy. Without developing the ability to read as well as building a positive attitude in our children, many opportunities for job success as well as personal fulfillment will be lost. Since counselors work with students in an academic setting, they should have an understanding of current trends in education so that they can offer guidance in the students' academic pursuits.

Reading aloud has been emphasized as a way that educators can develop a favorable attitude in a student's view of reading. Research is needed to contribute more knowledge to the actual impact reading aloud has on reading attitude. The results of this present study could be beneficial to classroom teachers, curriculum directors, school administration, and college educators in developing a better curriculum that stresses the positive aspects of reading aloud for today's students. Parents and any others who are interested in the reading skills of today's youth can use the results of this research to reinforce the

importance of reading aloud early in a child's life and continuing into the middle school years. The study would bring out the importance of reading aloud and the impact it has on reading success.

The results of the present study provided information pertaining to the following questions:

1. Is there an association between participation in a read-aloud program implemented in a school and reading attitude?

2. Is there an association between gender for those who participate in a read-aloud program and reading attitude?

3. Is there an association between socioeconomic status for those who participate in a read-aloud program and reading attitude?

4. Is there an association between English as a Second Language (ESL) for those who participate in a read-aloud program and reading attitude?

5. Is there an association between family structure for those who participate in a read-aloud program and reading attitude?

6. Is there an association between self-esteem for those who participate in a read-aloud program and reading attitude?

7. Is there an association between grade placement for those who participate in a read-aloud program and reading attitude?

8. Is there an association between cognitive ability for those who participate in a read-aloud program and reading attitude?

Composite Null Hypotheses

All null hypotheses were tested at the .05 level of significance.

1. The differences among the mean Elementary Reading Attitude Survey scores (employing pretest scores as covariant measure) according to participation status in the implemented read-aloud program will not be statistically significant.

2. The differences among the mean Elementary Reading Attitude Survey scores (employing the California Achievement Test-5 (CAT/5) pretest scores as a covariant measure) according to participation status in the implemented read-aloud program will not be statistically significant.

3. The differences among the mean Elementary Reading Attitude Survey scores (employing pretest scores as covariant measure) for those who participated in the implemented read-aloud program according to gender will not be statistically significant.

4. The differences among the mean Elementary Reading Attitude Survey scores (employing pretest scores as a covariant measure) for those who participated in the implemented read-aloud program according to sccioeconomic status will not be statistically significant.

5. The differences among the mean Elementary Reading Attitude Survey scores (employing pretest scores as a covariant measure) for those who participated in the implemented read-aloud program according to English as a Second Language will not be statistically significant.

6. The differences among the mean Elementary Reading Attitude Survey scores (employing pretest scores as a covariant measure) for those who participated in the implemented read-aloud program according to family structure will not be statistically significant.

7. The differences among the mean Elementary Reading Attitude Survey scores (employing pretest scores as a covariant measure) for those who participate in the implemented read-aloud program according to self-esteem will not be statistically significant.

8. The differences among the mean Elementary Reading Attitude Survey scores (employing pretest scores as a covariant measure) for those who participated in the implemented read-aloud program according to cognitive ability will not be statistically significant.

Independent Variables and Rationale

The following independent variables were investigated: participation status, gender, socioeconomic status, ESL, family structure, self-esteem, grade placement, and cognitive ability. These independent variables were selected because:

1. there were few studies that specifically focused on reading aloud and attitudes toward reading, and
2. there were few recent studies that pertained to the variables.

Definitions of Variables

Independent Variables

The following independent variables were investigated:

1. participation status - five levels,
   - level 1 - sixth grade children who read aloud to third grade children for 15 minutes, 5 days a week, or a period of 30 weeks,
   - level 2 - third grade children who read-aloud to sixth grade children during the first 15 weeks,
   - level 3 - third grade children who did not read-aloud to sixth grade children during the first 15 weeks,
   - level 4 - control group third grade, and
   - level 5 - control group sixth grade;

2. gender - two levels,
   level 1 - male, and
   level 2 - female;
3. socioeconomic status - three levels,
   level 1 - participation in a regular lunch program
   level 2 - participation in a reduced lunch program, and
   level 3 - participation in a free lunch program;
4. English as a Second Language status - two levels,
   level 1 - English is the main language of oral communication, and
   level 2 - English is not the main language of oral communication;
5. family structure - two levels
   level 1 - intact family, and
   level 2 - all others;
6. self-esteem - three levels,
   level 1 - eleven to fifteen positive responses, high self-esteem,
   level 2 - six to ten positive responses, moderate self-esteem, and
   level 3 - zero to five positive responses, low self-esteem;
7. cognitive ability - two levels,
   level 1 - low
   level 2 - moderate, high.

Dependent Variables

Scores from the following scales of the Elementary Reading Attitude Survey were employed as dependent variables:

Attitudes Toward Recreational Reading (10 items, possible score 10-40);

Attitudes Toward Academic Reading (10 items, possible score 10-40; and

Total Recreational and Academic Reading (20 items, possible score 20-80).

Covariant Measures

The pretest scores from the following scales of the Elementary Reading Attitude Survey were employed as covariant measures:

Attitudes Toward Recreational Reading,

Attitudes Toward Academic Reading, and

Total.

The scores from the following scales of the California Achievement Test-5 (CAT/5) were employed as covariant measures (this test was administered during April, 1994):

Reading Vocabulary,

Reading comprehension, and

Reading Total.

Limitations

The following conditions may have affected the results of this study:

1. the sample was not random,
2. the sample came from a single school,
3. sample size,
4. most information was self-reported, and
5. allowing the third garde the option to read the first 15 weeks of the study.

Methodology

Setting

The setting for this research was in the southwest corner of Kansas. The community was small, rural, and agriculturally-based with a population of approximately 1,200 (T.A. Brown, personal communication, August 22, 1994). The main sources of income are farming and farm-related businesses.

The study was conducted during the 1994-95 school year. The school district is one of the major employers of the community with a total of 82 faculty and staff (R. A. Pickerign, personal communication, August 23, 1994). The grade school was the location where the study took place. It had an enrollment of 235 students at the time of this study (G. L. Parscale, personal communication, August 24, 1994). The grade school had two classrooms per grade level with the exception of kindergarten.

Subjects

The subjects used in the read-aloud program were students in the two classrooms of the third and sixth grade

at the grade school. One third and sixth grade class became the control group while the other third and sixth garde class became the experimental or treatment group.

The sample which received the read-aloud treatment consisted of a total of 30 students. The third grade class consisted of 11 students: 7 boys and 4 girls. In the sixth grade class there were 19 pupils: 11 boys and 8 girls. In the sixth grade class there were 19 pupils: 11 boys and 8 girls. Inside this treatment group another division occurred with the third grade participants only. A total of 6 students, 2 boys and 4 girls, chose to try to read-aloud to their sixth grade partners. This was allowed ony during the first 15 weeks.

The control sample came from the grade school's other third and sixth grade classrooms. This sample consisted of a total of 28 students. The third grade class contained 11 pupils, 6 boys and 5 girls. One third grade student in this class was not included due to the handicapping condition of cerebral palsy which has left the student totally non-communicative. The control sixth grade contained 17 students, 9 boys and 8 girls. The total sample for this research project consisted of 58 pupils, 33 boys and 25 girls.

Instumentation

Four instruments were employed. The instruments used were the Elementary Reading Attitude Survey (ERAS), the

Personal Attribute Inventory for Children (PAIC), the Student Demographic Sheet Read-Aloud Program, and the Teacher Demographic Sheet Read-Aloud Program.

The Elementary Reading Attitude Survey (ERAS, Appendix A) was an instrument developed by McKenna and Kear (1990). The instrument had 20 items that measure the students' attitude toward reading. These 20 items were each related to one of the two aspects of reading attitude: (a) Attitude Toward Recreational Reading (10 items with a possible score of 10-40), (b) Attitude Toward Academic Reading (10 items with a possible score of 10-40), and Total (combination of Recreational and Academic Reading items with a possible score of 20-80). The ERAS instrument had its own scoring sheet (Appendix A) that was used to organize this process and record the Recreational, Academic, and Total scores.

The ERAS was set up on a four-point Likert-type scale. This Likert-type scale used a pictorial format depicting Garfield, the cartoon cat, posed from very happy, slightly happy, mildly upset to very upset. Each test item was assigned a 1,2,3, or 4 point value with a "4" being the most happy, a "3" being slightly happy, a "2" being mildly upset and a "1" being the most upset. As the instrument was being given each test item began with a uniform beginning, "How do you feel...", then the pupil picked which response he felt by circling the pose of Garfield

which pictorially shows his feelings. On the ERAS scoring sheet those circles were turned into points for the three areas of Recreational Reading, Academic Reading, and Total. The Garfield carton character was easily recognized by the children who marked this instrument.

McKenna and Kear, (1990, p. 639) stated the following:

> Evidence of construct validity was gathered by several means. For the recreational subscale, students in the national norming group were separated into 2 groups: those with library cards and those without. Cardholders had significantly higher ($p < .001$) recreation scores (M=30.0) than non-cardholders (M=28.9), evidence of the subscale's validity in that scores varied predictably with an outside criterion.
>
> A second test compared students who presently had books checked out from their school library versus students who did not. The comparison was limited to children whose teachers reported not requiring them to checkout books. The means of the two groups varied significantly ($p< .001$), and the children with books checked out scored higher (M=29.2) than those who had no books checked out (M=27.3).
>
> The validity of the academic subscale was tested by examining the relationship of the scores to reading ability. Teachers categorized norm-group children as having low, average, or high overall

reading ability. Mean subscale scores of the high ability readers (M=27.7) significantly exceeded the mean of low-ability readers (M-27.0, $p < .001$), evidence that scores were reflective of how students truly felt about reading for academic purposes.

The relationship between the subscales was also investigated. It was hypothesized that children's attitudes toward recreational and academic reading would be moderately but not highly correlated. Facility with reading is likely to affect these two areas similarly, resulting in similar attitude scores. Nevertheless, it is easy to imagine children prone to read for the pleasure but disenchanted with assigned reading and children academically engaged but without interest in reading outside school. The inter-subscale correlation coefficient was .64, which meant that just 41% of the variance in one set of scores could be accounted for by the other. It is reasonable to suggest the two subscales, while related, also reflect dissimilar factors--a desired outcome.

Cronbach's alpha, a statistic developed primarily to measure the internal consistency of attitude scales (Cronbach, 1951, cited by McKenna & Kear, p. 638), was calculated at each grade level for both subscales for the composite score. These coefficients ranged from .74 to .89 ... (Appendix B)

The Personal Attribute Inventory for Children (PAIC) instrument (see Appendix C) developed by Parrish and Taylor (1978b) contained a list of 48 items in which 24 items were positive adjectives and 24 items were negative adjectives used to help identify the self-esteem of the children taking the instrument. The students were asked to identify 15 of the listed adjectives after the question, "How do you feel toward yourself?" The answers were then scored according to this scale: (a) 11-15 positive responses were high self-esteem, (b) 6-10 positive responses were moderate self-esteem, and (c) 0-5 positive responses were low self-esteem.

Parrish and Taylor (1978a, p. 568) reported the following test/retest reliability coefficients for the Personal Attribute Inventory for Children (PAIC):

all males	.73
third grade males	.62
sixth grade males	.87
all females	.71
third grade females	.53
sixth grade males	.80
all third graders	.61
all sixth graders	.83

All test/retest reliability coefficients were statistically significant at the .05 level. Parrish and

Taylor (1978b, p. 1227) also reported the following test/retest reliability coefficients on the PAIC:

3rd grade	.76
4th grade	.79
5th grade	.63
6th grade	.61
7th grade	.75
8th grade	.98
Total	.88

All reliability coefficients were significant at the .05 level.

Two demographic sheets were designed by the researcher. The Student Demographic Sheet, Read-Aloud Program (see Appendix D) was completed by the student. It listed the independent variables: gender, family structure, and participation status. The Teacher Demographic Sheet, Read-Aloud Program (see Appendix E) was completed by the researcher which listed the additional information for the independent variables: grade placement, socioeconomic status, ESL status, and PAIC responses.

Design

A pretest/posttest single factor design was employed. The following independent variables were investigated: participation status, gender, socioeconomic status, ESL, family structure, self-esteem, grade placement, and

cognitive ability. The dependent variables were scores from the following scales of the ERAS: (a) Attitude toward Recreational Reading, (b) Attitude toward Academic Reading, and (c) Total. Ten composite null hypotheses were tested. Each composite null hypothesis was tested with the following design:

composite null hypothesis number 1, single factor analysis of covariance employing experimental and control groups with participation status;

composite null hypothesis number 2, a single factor analysis of covariance employing experimental and control groups with CAT/5 pretest scores as a covariant measure;

composite null hypothesis number 3, a single factor analysis of covariance employing experimental and control groups with gender;

composite null hypothesis number 4, a single factor analysis of covariance employing experimental and control groups with socioeconomic status;

composite null hypothesis number 5, a single factor analysis of covariance employing experimental and control groups with English as a Second Language;

composite null hypothesis number 6, a single factor analysis of covariance employing experimental and control groups with family structure;

composite null hypothesis number 7, a single factor analysis of covariance employing experimental and control groups with self-esteem; and

composite null hypothesis number 8, a single factor analysis of covariance employing experimental and control groups with cognitive ability.

McMillan and Schumacher (1989) identified 10 threats to internal validity. The threats were dealt with in the following way in the study:

1. history--pretest scores were employed as covariant measures;

2. selection--was violated in that random placement was not feasible; the researcher made some arbitrary decisions as to group placement;

3. statistical regression--was violated in that there was one student who took part in the study who had extreme reading scores;

4. testing--covariant measures were employed and pretest/posttests were administered according to standard procedures;

5. instrumentation--the same instrument was employed for pretest/posttest measures;

6. mortality--four subjects who took the pretest did not participate because they moved out of the school district;

7. maturation--pretest scores were employed as covariant measures;

8. diffusion of treatment--treatment was controlled by employing pretest/posttest control group design;

9. experimenter bias--did not pertain because standardized instruments were employed in the present study and type of treatment was an independent variable; and

10. statistical conclusion--the researcher did not project beyond the statistical procedures employed; however, one mathematical assumption, random sampling, was violated.

McMillan and Schumacher (1989) identified two threats to external validity. The threats to external validity were dealt with in the following ways:

1. population external validity--the sample was not random; therefore, the results should only be generalized to similar groups; and

2. ecological external validity--pretests and posttest were administered according to standard procedures.

Implementation

After the researcher asked permission of the school principal to conduct the study and permission was given orally by G. L. Parscale (personal communication, August 23, 1994), the researcher met with the four classroom teachers involved to discuss the concept behind the read-aloud study. Also, by this time the researcher had written Dennis Kear, the co-author of the Elementary Reading Attitude Survey, and Thomas Parrish, the co-author of the Personal Attribute Inventory for Children, for permission to use these two instruments (see Appendixes F, G, H). Next,

the control and experimental groups were selected from the third and sixth grade classes. All students were given the Elementary Reading Attitude Survey (ERAS), the Personal Attribute Inventory for Children (PAIC), and the Student Demographic Sheet to fill out.

The ERAS and PAIC were given by the researcher using this approach. First, each student was given the instrument. Next the researcher read the instructions to the instrument. The instrument's items were read aloud twice as the students marked their responses. Finally, the responses were scored.

The researcher scored the ERAS on its score sheet according to Recreational Reading, Academic Reading, and Total. The PAIC was then scored according to positive responses given by the student. Then the researcher filled out the Teacher Demographic Sheet with the help o the school's secretary for the socioeconomic status and with the help of the migrant aides for the ESL information. Finally, information was collected from the school's files concerning the information needed from the CAT/5 test. From the 1994 CAT/5 test, the researcher took the individual student's scores for Reading Vocabulary, Reading Comprehension, and Reading Total.

The experimental group was divided into reading pairs and the read-aloud program began. Before the reading pairs began their reading aloud, the researcher went over a set of

guidelines with the sixth grade treatment group to model how to conduct the read-aloud sessions (see Appendix I). In the reading pairs, the sixth graders read-aloud for 15 minutes a day, 5 days a week, for 15 weeks. The reading pairs read from a list of books developed by the researcher (see Appendix J) and the researcher arranged to have enough copies for all the reading pairs. During this time the third graders were allowed to read-aloud if they wanted to. After the first 15 weeks, the students in both the control and experimental groups were again given the ERAS and the researcher scored this survey according to Recreational Reading Attitudes, Academic Reading Attitudes, and Total. Also, the third graders were asked to fill out the bottom question on their Student Demographic Sheet (see Appendix D). It asked if they opted to do any reading aloud in their reading pairs. Only 6 third grade pupils marked that they had opted to read-aloud.

For the next 15 weeks in the reading pairs, only the sixth graders were allowed to read-aloud to the third graders for 15 minutes a day, 5 days a week. The researcher again went over how to conduct the sessions of reading aloud with the sixth grade treatment groups (see Appendix I). At the end of this time frame the control and experimental groups were administered the ERAS for a third time. Again the researcher recorded the

results on the ERAS scoring sheet according to Recreational Reading, Academic Reading, and Total.

Data Collecting Procedures

The researcher began to collect data after the control and experimental groups were determined. First, the researcher administered the Elementary Reading Attitude Survey (ERAS), the Personal Attribute Inventory for Children (PAIC), and the Student Demographic Sheet to all 58 participants in the read-aloud program. Next the researcher spent some time scoring and recording responses from the ERAS, PAIC, and the Student Demographic Sheet. After this the researcher began collecting and recording data for the Teacher Demographic Sheet. Also, information was collected from the 1994 CAT/5 test concerning Reading Vocabulary, Reading Comprehension, and Reading Total for the participants. The researcher at the end of the first 15 weeks of the implemented read-aloud study gave the ERAS again and scored it accordingly. Another 15 weeks of the read-aloud study began, at the end of this time period the researcher administered the ERAS one last time to both the control and experimental groups and scored the instrument for the results. The last of the data were taken after the 1995 CAT/5 test given in April. The CAT/5 test contained a subtest of cognitive skills and the researcher collected these scores (cognitive ability). The data were compiled on a data sheet, and were ready for a main frame computer analysis.

Research Procedure

The research project was implemented in 13 steps:

1. topic selected,
2. Eric, Psych Lit., and Educational Index search of literature was completed,
3. request of articles from hometown library,
4. instruments were selected,
5. permission letters for use of instruments were sent,
6. study implemented,
7. data collected,
8. proposal compiled,
9. proposal defended,
10. data analyzed,
11. final document written and defended, and
12. final editing of thesis.

Data Analysis

The following data analyses were compiled:

1. appropriate descriptive statistics,
2. one-way analysis of covariance,
3. least squared test of means, and
4. homogeneity of regression.

Results

The purpose of the researcher was to investigate the attitudes towards reading of elementary students in 3rd and 6th grades at a rural western Kansas school before and

after implementing a read-aloud program. The sample consisted of 58 pupils; 33 boys and 25 girls. The participants in the read-aloud program included 30 pupils 15 boys and 13 girls. The control group had 28 pupils; 15 boys and 13 girls. The independent variables were participation status, gender, socioeconomic status, English as a Second Language, family structure, self-esteem, and cognitive ability. The dependent variables were scores from the scales of the Elementary Reading Attitude Survey. They were: Attitudes Toward Academic Reading, Attitudes Toward Recreational Reading, and Total. Pretest scores from the scales of the Elementary Reading Attitude Survey were employed as covariant measures. Also, scores from the Reading Total scale of the CAT/5 were employed as a covariant measure on one composite null hypothesis. Eight composite null hypotheses were tested at the .05 level of significance. Each composite null hypothesis was tested employing a single-factor analysis of covariance. The results section was organized according to composite null hypotheses for ease of reference. Information pertaining to each hypothesis was presented in a common format for ease of comparison.

It was hypothesized in composite null hypothesis number 1 that the differences among the mean Elementary Reading Attitude Survey scores (employing pretest scores as covariant measure) according to participation status in the

implemented read-aloud program would not be statistically significant. Information pertaining to composite null hypothesis number 1 was presented in Table 1. The following information was cited in Table 1: variables, group sizes, pretest means, pretest standard deviations, posttest means, posttest standard deviations, posttest adjusted means, *F* values, and *p* levels.

Table 1: A Comparison of Adjusted Posttest Mean of the Elementary Reading Attitude Survey Scores (Pretest Scores as a Covariant Measure) According to Participation Status in a Reading Program Employing a Single-Factor Analysis of Covariance.

Variable	n	pretest M/s	posttest M/s	posttest Adj. M	F value	p level
First 15 Weeks						
Attitudes Toward Academic Reading						
Participation Status						
1**	19	21.3/7.86	22.2/8.15	24.6*		
2	6	27.0/8.09	25.3/7.78	23.4		
3	5	20.0/7.84	25.2/8.52	28.5	1.01	.4104
4	11	31.2/6.24	30.0/3.84	24.9		
5	17	24.1/5.31	23.5/6.33	23.8		
Homogeneity of Regression					1.01	.4017
Attitudes Toward Recreational Reading						
Participation Status						
1	19	22.8/7.34	23.3/8.49	26.4		
2	6	30.2/8.70	27.5/4.85	25.5		
3	5	22.4/7.77	26.4/5.59	29.9	0.78	.5432
4	11	33.8/4.58	29.2/7.22	24.7		
5	17	28.7/5.93	28.2/6.50	27.2		
Homogeneity of Regression					1.05	.3893
Total						
Participation Status						
1	19	42.5/16.03	45.5/16.04	52.1		
2	6	57.1/16.54	52.8/10.85	48.4		
3	5	42.4/15.42	51.6/10.26	58.3	1.16	.3404
4	11	65.0/ 8.92	58.2/11.23	47.9		
5	17	52.8/ 9.41	51.7/11.68	50.6		
Homogeneity of Regression					0.34	.8475

(continued)

Table 1 (continued)

Variable	n	pretest M/s	posttest M/s	posttest Adj. M	F value	p level
30 Weeks						
Attitudes Toward Academic Reading						
Participation Status						
1**	19	21.3/7.86	23.7/8.37	25.0[a]		
2	6	27.0/8.09	26.0/4.89	24.9		
3	5	20.0/7.84	27.0/8.51	28.8[a]	3.63	.0111
4	11	31.2/6.24	28.9/4.78	26.1[a]		
5	17	21.4/5.31	19.1/5.77	19.3[b]		
Homogeneity of Regression					3.43	.0151
Attitudes Toward Recreational Reading						
Participation Status						
1	19	22.8/7.34	26.9/8.26	2944[ac]		
2	6	30.1/8.70	29.0/5.54	27.4		
3	5	22.4/7.76	31.4/4.61	34.1[ac]	3.76	.0093
4	11	33.8/4.57	28.2/5.56	24.6[ab]		
5	17	28.7/5.93	24.1/7.02	23.4[b]		
Homogeneity of Regression					3.00	.0275
Total						
Participation Status						
1	19	42.5/16.03	50.8/15.55	55.3[a]		
2	6	57.1/16.54	55.0/ 8.55	52.0		
3	5	42.4/15.42	56.4/12.95	60.9[a]	4.19	.0051
4	11	65.0/ 8.92	57.1/ 7.80	50.2		
5	17	52.8/ 9.41	43.4/11.78	42.6[b]		
Homogeneity of Regression					3.89	.0081

*The larger the value, the more positive the attitude.
**1=Treatment 6th grade, 2=Treatment 3rd grade plus read-aloud, 3=Treatment 3rd grade, 4=Control 3rd grade, 5=Control 6th grade.
[abc]means with different alphabet symbols are statistically significant at the .05 level according to least squared test of means.

Four of the 6 p values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. The three statistically significant comparisons were for the 30-week interval of intervention. The following were statistically significant at the .05 level;

1. participation status (30 weeks) for the dependent variable Attitude Toward Academic Reading, (6th grade students),

2. participation status (30 weeks for the dependent variable Attitude Toward Recreational Reading, (6th grade students),

3. participation status (30 weeks) for the dependent variable Attitudes Toward Recreational Reading (3rd graders who were read-aloud to but did not read-aloud), and

4. participation status (30 weeks) for the dependent variables Total (6th grade students).

The results cited in Table 1 indicated the following:

1. sixth grade students who participated for the 30 weeks had a statistically larger adjusted post mean score than 6th grade students who did not participate for the dependent variable Attitudes Toward Academic Reading.

2. sixth grade students who participated for the 30 weeks had a statistically larger adjusted post mean score than 6th grade students who did not participate for the dependent variable Attitudes Toward Recreational Reading,

3. third grade students who participated for the 30 weeks (who were read-aloud to but did not read aloud) had a statistically larger adjusted post mean score than 3rd grade students who did not participate for the dependent variable Attitudes Toward Recreational Reading, and

4. sixth grade students who participated for the 30 weeks had a statistically larger adjusted post mean score than 6th grade students who did not participate for the dependent variable Total. The assumption of homogeneity of regression was not met for any of the three statistically significant comparisons.

It was hypothesized in composite null hypothesis number 2 that the differences among the mean Elementary Reading Attitude Survey scores (employing the California Achievement Test-5 (CAT/5) pretest scores as a covariant measure) according to participation status in the implemented read-aloud program will not be statistically significant. Information pertaining to composite null hypothesis number 2 was presented in Table 2. The following information was cited in Table 2: variables, group sizes, covariant measure means, covariant measure standard deviations, posttest means, posttest standard deviations, posttest adjusted means, F values, and p levels.

Table 2: A Comparison of Adjusted Posttest Mean of the Elementary Reading Attitude Survey Scores (Employing the California Achievement Test-5 (CAT/5) Reading Total Scores as Covariant Measure) According to Participation Status in the Read-Aloud Program Employing a Single-Factor Analysis of Covariance.

Variable	n	covariant measure*** M/s	posttest M/s	posttest Adj. M	F value	p level
First 15 Weeks						
Attitudes Toward Academic Reading						
Participation Status						
1**	19	36.9/23.26	22.2/8.15	22.2*		
2	6	72.3/13.80	25.3/7.78	25.2		
3	5	40.4/18.05	25.2/8.52	25.5	1.94	.1169
4	11	64.1/18.70	30.0/3.84	29.9		
5	17	50.5/26.77	23.5/6.33	23.5		
Homogeneity of Regression					0.11	.9788
Attitudes Toward Recreational Reading						
Participation Status						
1	19	39.6/23.26	23.2/8.49	24.3		
2	6	72.3/13.80	27.5/4.84	25.3		
3	5	40.4/18.05	26.4/5.59	27.4	0.87	.4860
4	11	64.1/18.70	29.1/7.22	27.8		
5	17	50.5/26.77	28.1/6.50	28.2		
Homogeneity of Regression					0.17	.9528
Total						
Participation Status						
1	19	39.6/23.26	45.5/16.04	46.6		
2	6	72.3/13.80	15.8/10.85	50.6		
3	5	40.0/18.05	51.6/10.26	52.6	1.02	.4045
4	11	64.1/18.70	58.2/11.23	56.9		
5	17	50.5/26.77	51.7/11.68	51.8		
Homogeneity of Regression					0.09	.9850

(continued)

Table 2 (continued)

Variable	n	covariant measure M/s	posttest M/s	posttest Adj. M	F value	p level
30 Weeks						
		Attitudes Toward Academic Reading				
Participation Status						
1**	19	39.6/23.26	23.7/8.37	24.1[a]		
2	6	72.3/13.80	26.0/4.89	25.3[a]		
3	5	40.0/18.05	27.0/8.51	27.3[a]	3.59	.0116
4	11	64.1/18.70	28.9/4.78	28.4[a]		
5	17	50.5/26.77	19.1/5.77	19.1[b]		
Homogeneity of Regression					0.56	.6931
		Attitudes Toward Recreational Reading				
Participation Status						
1	19	39.6/23.26	26.9/8.26	27.9		
2	6	72.3/13.80	29.0/5.54	27.1		
3	5	40.4/18.05	31.4/4.61	32.3	1.56	.1994
4	11	64.1/18.70	28.2/5.56	27.0		
5	17	50.5/26.77	24.1/7.02	24.2		
Homogeneity of Regression					1.81	.1452
		Total				
Participation Status						
1	19	39.6/23.26	50.8/15.55	52.1		
2	6	72.3/13.80	55.0/ 8.55	52.4		
3	5	40.0/18.05	56.4/12.95	57.	2.39	.0624
4	11	64.1/18.70	57.1/ 7.80	55.6		
5	17	50.0/26.77	43.4/11.78	43.5		
Homogeneity of Regression					1.32	.2749

*The larger the value, the more positive the attitude.
**1=Treatment 6th grade, 2=Treatment 3rd grade plus read-aloud, 3=Treatment 3rd grade, 4=Control 3rd grade, 5=Control 6th grade.
***The covariant measure was Reading Total on the California Achievement Test - 5.
[ab]means with different alphabet symbols are statistically significant at the .05 level according to least squared test of means.

One of the six p values was statistically significant at the .05 level; therefore, the null hypothesis for this comparison was rejected. The statistically significant comparison was for the 30-week participation status in Attitudes Toward Academic reading. The results cited in Table 2 indicated that 6th grade students who participated in the implemented read-aloud program had a statistically higher adjusted post mean score than 6th grade students who did not participate for the dependent variable Attitudes Toward Academic Reading. The assumption of homogeneity of regression was met for all comparisons.

It was hypothesized in composite null hypothesis number 3 that the differences among the mean Elementary Reading Attitude Survey scores (employing pretest scores as covariant measure) for those who participated in the implemented read-aloud program according to gender would not be statistically significant. Information pertaining to composite null hypothesis number 3 was presented in Table 3. The following information was cited in Table 3: variables, group sizes, pretest means, pretest standard deviations, posttest means, posttest standard deviations, posttest adjusted means, F values, and p levels.

Table 3: A Comparison of Adjusted Posttest Means of the Elementary Reading Attitude Survey Scores (Pretest Scores as a Covariant Measure) for Those Who Participated in the Implemented Read-Aloud Program According to Gender Employing a Single-Factor Analysis of Covariance

Variable	n	pretest M/s	posttest M/s	posttest Adj. M	F value	p level
3rd Grade - 30 weeks						
Attitudes Toward Academic Reading						
Gender						
male	7	22.7/9.23	25.4/7.02	25.2*	0.58	.4677
female	4	25.7/758	28.2/5.67	28.5		
Homogeneity of Regression					0.00	.9559
Attitudes Toward Recreational Reading						
Gender						
male	7	24.8/8.45	28.5/5.50	28.3	2.32	.1666
female	4	29.7/9.91	32.7/3.09	33.2		
Homogeneity of Regression					2.62	.1498
Total						
Gender						
male	7	47.5/17.55	52.5/10.61	52.3	1.93	.2019
female	4	55.5/17.36	61.0/7.87	61.4		
Homogeneity of Regression					0.19	.6764

(continued)

Table 3 (continued)

Variable	n	pretest M/s	posttest M/s	posttest Adj. M	F value	p level
6th Grade - 30 weeks						
Attitudes Toward Academic Reading						
Gender						
male	11	18.1/6.27	18.3/5.16	19.9[a]	17.10	.0008
female	8	25.6/8.12	31.2/5.70	29.0[b]		
Homogeneity of Regression					0.13	.7267
Attitudes Toward Recreational Reading						
Gender						
male	11	18.6/4.71	22.7/7.39	25.8	0.52	.4832
female	8	28.6/6.39	32.7/5.57	28.4		
Homogeneity of Regression					0.00	.9922
Total						
Gender						
male	11	34.0/11.86	41.3/11.51	46.1[a]	5.05	.0391
female	8	54.2/13.82	64.0/ 9.66	57.4[b]		
Homogeneity of Regression					0.01	.9400

*The larger the value, the more positive the attitude.
[ab]means with different alphabet symbols are statistically significant at the .05 level according to least squared test of means.

Two of the six p values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. The following were statistically significant at the .05 level:

1. gender for the 6th grade and the dependent variable attitudes Toward Academic Reading, and

2. gender for the 6th grade and the dependent variable Total. The results cited in Table 3 indicated the following:

1. female students in the 6th grade who participated in the implemented read-aloud program had a statistically higher adjusted post mean score than male students who participated in the implemented read-aloud program for the dependent variable Attitudes Toward Academic Reading, and

2. female students in the 6th grade who participated in the implemented read-aloud program had a statistically higher adjusted post mean score than male students who participated in the implemented read-aloud program for the dependent variable Total.

The assumption of homogeneity of regression was met for all comparisons.

It was hypothesized in composite null hypothesis number 4 that the differences among the mean Elementary Reading Attitude Survey scores (employing pretest scores as covariant measure) for those who participated in the implemented read-aloud program according to socioeconomic

status would not be statistically significant. Information pertaining to composite null hypothesis number 4 was presented in Table 4. The following information was cited in Table 4: variables, group sizes, pretest means, pretest standard deviations, posttest means, posttest standard deviations, posttest adjusted means, F values, and p levels.

Table 4: A Comparison of Adjusted Posttest Mean of the Elementary Reading Attitude Survey Scores (Pretest Scores as a Covariant Measure) for Those Who Participated in the Implemented Read-Aloud Program According to Socioeconomic Status Employing a Single-Factor Analysis of Covariance

Variable	n	pretest M/s	posttest M/s	posttest Adj. M	F value	p level
3rd Grade - 30 Weeks						
Attitudes Toward Academic Reading						
Socioeconomic Status						
1**	4	23.5/11.21	22.5/6.34	22.2*		
2	3	25.6/ 0.57	28.6/2.30	28.9	1.38	.3124
3	4	22.7/10.24	29.0/7.52	28.8		
Homogeneity of Regression					0.05	.9517
Attitudes Toward Recreational Reading						
Socioeconomic Status						
1	4	24.7/10.81	26.7/5.37	26.5		
2	3	30.3/ 3.00	31.0/5.29	31.3	1.66	.2569
3	4	26.0/11.04	32.7/3.50	32.6		
Homogeneity of Regression					3.70	.1034
Total						
Socioeconomic Status						
1	4	48.2/21.94	49.0/ 8.28	48.8		
2	3	55.6/ 3.51	59.6/ 4.16	60.0	1.33	.3234
3	4	48.7/21.07	59.2/13.22	59.1		
Homogeneity of Regression					1.04	.4193

(continued)

Table 4 (continued)

Variable	n	pretest M/s	posttest M/s	posttest Adj. M	F value	p level
6th Grade - 30 Weeks						
Attitudes Toward Academic Reading						
Socioeconomic Status						
1	12	21.2/ 6.66	24.4/ 8.67	24.4		
2	3	22.0/15.62	24.0/14.00	23.4	0.25	.7818
3	4	21.0/ 6.68	21.7/ 2.75	21.9		
Homogeneity of Regression					0.76	.4883
Attitudes Toward Recreational Reading						
Socioeconomic Status						
1	12	23.8/ 6.05	28.0/ 8.67	27.1		
2	3	23.3/14.57	24.6/11.54	24.2	0.51	.6084
3	4	19.5/ 5.32	25.5/ 5.68	28.4		
Homogeneity of Regression					0.34	.7211
Total						
Socioeconomic Status						
1	12	43.4/13.64	52.6/15.96	52.0		
2	3	42.0/32.96	48.6/25.48	49.1	0.21	.8107
3	4	40.5/11.26	47.2/ 6.99	48.8		
Homogeneity of Regression					0.17	.8426

*the larger the value, the more positive the attitude.
**1 = regular lunch program, 2 = reduced lunch program, 3 = free lunch program

None of the six p values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were retained. The results cited in Table 4 indicated no association between the independent variable socioeconomic status and the dependent variables. The assumption of homogeneity of regression was met.

It was hypothesized in composite null hypothesis number 5 that the differences among the mean Elementary Reading Attitude Survey scores (employing pretest scores as a covariant measure) for those who participated in the implemented read-aloud program according to English as a Second Language would not be statistically significant. Information pertaining to composite null hypothesis number 5 was presented in Table 5. The following information was cited in Table 5: variables, group sizes, pretest means, pretest standard deviations, posttest means, posttest standard deviations, posttest adjusted means, F values, and p levels.

Table 5: A Comparison of Adjusted Posttest Mean of the Elementary Reading Attitude Survey Scores (Pretest Scores as a Covariant Measure) for Those Who Participated in the Implemented Read-Aloud Program According to English as a Second Language Employing a Single-Factor Analysis of Covariance.

Variable	n	pretest M/s	posttest M/s	posttest Adj. M	F value	p level
3rd Grade - 30 Weeks						
Attitudes Toward Academic Reading						
English as a Second Language						
no	8	25.1/ 7.67	24.3/5.65	24.3*	3.23	.1100
yes	3	20.3/11.06	32.0/5.56	31.9		
Homogeneity of Regression					0.92	.3706
Attitudes Toward Recreational Reading						
English as a Second Language						
no	8	28.1/ 8.33	28.8/5.05	28.8	1.50	.2560
yes	3	22.6/10.78	33.3/4.04	33.3		
Homogeneity of Regression					1.46	.2260
Total						
English as a Second Language						
no	8	53.2/15.80	53.2/ 7.94	53.1	1.55	.2485
yes	3	43.0/21.63	62.0/14.73	62.2		
Homogeneity of Regression					3.16	.1186

(continued)

Table 5 (continued)

Variable	n	pretest M/s	posttest M/s	posttest Adj. M	F value	p level
6th Grade - 30 Weeks						
Attitudes Toward Academic Reading						
English as a Second Language						
no	15	22.1/8.14	24.7/8.97	24.1	0.19	.6682
yes	4	18.2/6.75	20.2/4.85	22.6		
Homogeneity of Regression					0.33	.5749
Attitudes Toward Recreational Reading						
English as a Second Language						
no	15	24.3/7.48	28.0/8.56	26.6	0.17	.6848
yes	4	17.2/3.09	23.0/6.37	28.0		
Homogeneity of Regression					0.07	.7925
Total						
English as a Second Language						
no	15	45.1/16.33	52.9/16.35	50.9	0.00	.9847
yes	4	33.0/11.91	43.3/10.24	50.8		
Homogeneity of Regression					0.02	.8922

*The larger the value, the more positive the attitude.

None of the six p values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were retained. Results cited in Table 5 indicated no association between the independent variable English as a Second Language and the dependent variables. The assumption of homogeneity of regression was met for all comparisons.

It was hypothesized in composite null hypothesis number 6 that the differences among the mean Elementary Reading Attitude Survey scores (employing pretest scores as a covariant measure) for those who participated in the implemented read-aloud program according to family structure would not be statistically significant. Information pertaining to composite null hypothesis number 6 was presented in Table 6. The following information was cited in Table 6: variables, group sizes, pretest means, pretest standard deviations, posttest means, posttest standard deviations, posttest adjusted means, F values and p levels.

Table 6: A Comparison of Adjusted Posttest Mean of the Elementary Reading Attitude Survey Scores (Pretest Scores as a Covariant Measure) for Those Who Participated in the Implemented Read-Aloud Program According to Family Structure Employing a Single-Factor Analysis of Covariance.

Variable	n	pretest M/s	posttest M/s	posttest Adj. M	F value	p level
3rd Grade - 30 Weeks						
Attitudes Toward Academic Reading						
Family Structure						
intact	6	23.0/ 7.58	26.6/6.31	26.5*	0.00	.9574
all others	5	24.8/10.13	26.2/7.29	26.3		
Homogeneity of Regression					4.56	.0702
Attitudes Toward Recreational Reading						
Family Structure						
intact	6	26.6/ 7.76	31.8/4.30	31.8	1.52	.2521
all others	5	26.6/10.99	28.0/5.52	27.8		
Homogeneity of Regression					3.29	.1124
Total						
Family Structure						
intact	6	49.6/15.20	56.8/ 9.68	56.8	0.14	.7155
all others	5	51.4/20.92	54.2/11.77	54.2		
Homogeneity of Regression					22.06	.0022

(continued)

Table 6 (continued)

Variable	n	pretest M/s	posttest M/s	posttest Adj. M	F value	p level
6th Grade - 30 Weeks						
Attitudes Toward Academic Reading						
Family Structure						
intact	12	21.0/ 5.24	22.1/ 6.16	22.3	2.12	.1649
all others	7	21.7/11.60	26.5/11.25	26.2		
Homogeneity of Regression					0.05	.8311
Attitudes Toward Recreational Reading						
Family Structure						
intact	12	22.1/6.42	26.3/8.94	26.9	0.00	.9793
all others	7	24.0/9.14	28.0/7.48	26.9		
Homogeneity of Regression					0.40	.5363
Total						
Family Structure						
intact	12	40.7/13.46	48.5/14.58	49.9	0.34	.5705
all others	7	45.7/20.51	55.0/17.44	52.5		
Homogeneity of Regression					0.01	.9251

*The larger the value, the more positive the attitude.

None of the six p values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were retained. The results cited in Table 6 indicated no association between the independent variable family structure and the dependent variables. The assumption of homogeneity of regression was met for all comparisons except for the Total scale for 3rd grade.

It was hypothesized in composite null hypothesis number 7 that the differences among the mean Elementary Reading Attitude Surveys scores (employing pretest scores as a covariant measure) for those who participated in the implemented read-aloud program according to self-esteem would not be statistically significant. Information pertaining to composite null hypothesis number 7 was presented in Table 7. The following information was cited in Table 7: variables, group sizes, pretest means, pretest standard deviations, posttest means, posttest standard deviations, posttest adjusted means, F values, and p levels.

Table 7: A Comparison of Adjusted Posttest Mean of the Elementary Reading Attitude Survey Scores (Pretest Scores as a Covariant Measure) for Those Who Participated in the Implemented Reading Program According to Self-Esteem Employing a Single-Factor Analysis of Covariance

Variable	n	pretest M/s	posttest M/s	posttest Adj. M	F value	p level
3rd Grade - 30 Weeks						
Attitudes Toward Academic Reading						
Self-Esteem						
high	4	21.0/ 9.11	22.7/6.60	22.4*		
moderate	4	28.0/ 8.48	25.0/4.16	25.1	3.55	.0860
low	3	22.0/ 8.88	33.3/3.51	33.1		
Homogeneity of Regression					0.16	.8540
Attitudes Toward Recreational Reading						
Self-Esteem						
high	4	24.5/ 9.11	29.2/3.09	29.3		
moderate	4	31.7/ 6.65	28.2/6.99	28.0	0.90	.4479
low	3	22.6/10.78	33.6/3.51	33.7		
Homogeneity of Regression					0.57	.5987
Total						
Self-Esteem						
high	4	45.5/17.55	49.5/ 4.43	49.6		
moderate	4	59.7/14.97	53.2/10.78	52.9	4.09	.0665
low	3	44.6/19.65	67.0/ 6.08	67.1		
Homogeneity of Regression					1.03	.4226

(continued)

Table 7 (continued)

Variable	n	pretest M/s	posttest M/s	posttest Adj. M	F value	p level
6th Grade - 30 Weeks						
Attitudes Toward Academic Reading						
Self-Esteem						
high	6	19.0/5.01	23.1/10.36	22.8		
moderate	8	19.0/6.59	20.6/ 5.18	22.3	0.37	.6995
low	5	27.8/9.95	29.6/ 8.47	22.3		
Homogeneity of Regression					0.44	.6506
Attitudes Toward Recreational Reading						
Self-Esteem						
high	6	23.1/ 3.43	25.1/8.86	24.8		
moderate	8	19.7/ 6.15	25.2/7.22	27.9	0.62	.5518
low	5	27.4/10.78	31.8/8.81	27.7		
Homogeneity of Regression					0.81	.4655
Total						
Self-Esteem						
high	6	42.1/ 8.30	48.8/17.97	49.1		
moderate	8	37.5/13.51	45.8/11.64	49.6	0.58	.5732
low	5	51.2/24.63	61.4/15.89	55.0		
Homogeneity of Regression					0.75	.4896

*The larger the value, the more positive the attitude.

None of the six p values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were retained. The results cited in Table 7 indicated no association between the independent variable self-esteem and the dependent variables. The assumption of homogeneity of regression was met on all comparisons.

It was hypothesized in composite null hypothesis number 8 that the differences among the Elementary Reading Attitude Survey scores (employing pretest scores as a covariant measure) for those who participated in the implemented read-aloud program according to cognitive ability would not be statistically significant. Information pertaining to composite null hypothesis number 8 was presented in Table 8. The following information was cited in Table 8: variables, group sizes, pretest means, pretest standard deviations, posttest means, posttest standard deviations, adjusted posttest means, F values, and p levels.

Table 8: A Comparison of Adjusted Posttest Mean of the Elementary Reading Attitude Survey Scores Pretest Scores as a Covariant Measure) for Those Who Participated in the Implemented Read-Aloud Program According to Cognitive Ability Employing a Single-Factor Analysis of Covariance.

Variable	n	pretest M/s	posttest M/s	posttest Adj. M	F value	p level
6th Grade - 30 Weeks***						
Attitudes Toward Academic Reading						
Cognitive Ability						
low	7	20.8/8.15	23.2/8.71	23.6*	0.01	.9374
moderate, high	12	21.5/8.03	24.0/8.55	23.8		
Homogeneity of Regression					0.08	.7834
Attitudes Toward Recreational Reading						
Cognitive Ability						
low	7	23.0/6.55	26.0/9.62	25.8	0.44	.5184
moderate, high	12	22.7/8.04	27.5/7.76	27.5		
Homogeneity of Regression					0.21	.6509
Total						
Cognitive Ability						
low	7	43.8/14.29	49.2/17.68	48.2	0.88	.3625
moderate, high	12	41.8/17.53	51.8/14.91	52.4		
Homogeneity of Regression					0.28	.6023

*The larger the value, the more positive the attitude.
***Comparisons could not be made for third graders due to the nature of the data.

None of the six p values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were retained. The results cited in Table 8 indicated no association between the independent variable cognitive ability and the dependent variables. The assumption of homogeneity of regression was met for all comparisons.

Discussion

Summary

The purpose of the researcher was to investigate the attitudes toward reading of elementary students in grades 3rd and 6th at a rural western Kansas school before and after implementing a read-aloud program. The sample consisted of 58 pupils; 33 boys and 25 girls. The participants included 30 pupils; 18 boys and 12 girls who received the read-aloud treatment. The control group had 28 pupils; 15 boys and 13 girls. The independent variables were participation status, gender, socioeconomic status, English as a Second Language, family structure, self-esteem, and cognitive ability. The dependent variables were scores from the scales of the Elementary Reading Attitude Survey. They were: Attitudes Toward Academic Reading, Attitudes Toward Recreational Reading, and Total. Pretest scores from the scales of the Elementary Reading Attitude Survey were employed as covariant measures. Also, scores from the Reading Total from the California Achievement

Test-5 were employed as covariant measures on one composite null hypothesis. Eight composite null hypotheses were tested at the .05 level of significance. Each composite null hypothesis was tested employing a single factor analysis of covariance.

A total of 45 comparisons were made. All 45 comparisons were main effects. Of the 45 main effects 7 were statistically significant at the .05 level. The following main effects were statistically significant:

1. participation status (30 weeks) for the dependent variable Attitudes Toward Academic Reading (6th grade students),

2. participation status (30 weeks) for the dependent variable Attitudes Toward Recreational Reading (6th grade students),

3. participation status (30 weeks) for the dependent variable Attitudes Toward Recreational Reading (3rd grade students who were read to but did not read aloud),

4. participation status (30 weeks) for the dependent variable Total,

5. participation status (30 weeks) for the dependent variable Attitudes Toward Academic Reading when employing Reading Total from the CAT-5 test as a covariant measure,

6. gender for 6th grade and the dependent variable Attitudes Toward Academic Reading, and

7. gender for 6th grade and the dependent variable Total.

The results of the present study indicated the following:

1. students in the 6th grade who participated for the 30 weeks had a statistically larger adjusted post mean score than 6th grade students who did not participate for the dependent variable Attitudes Toward Academic Reading,

2. students in the 6th grade who participated for the 30 weeks had a statistically larger adjusted post mean score than 6th grade students who did not participate for the dependent variable Attitudes Toward Academic Reading,

3. students in the 3rd grade who participated for the 30 weeks (who were read-aloud to but did not read aloud) had a statistically larger adjusted post mean score than 3rd grade students who did not participate for the dependent variable Attitudes Toward Recreational Reading,

4. students in the 6th grade who participated for the 30 weeks had a statistically larger adjusted post mean score than 6th grade students who did not participate for the dependent variable Total,

5. students in the 6th grade who participated for the 30 weeks had a statistically larger adjusted post mean score than 6th grade students who did not participate for the dependent variable Attitudes Toward Academic Reading

when employing Reading Total on the CAT-5 as a covariant measure,

6. female students in the 6th grade who participated in the implemented read-aloud program had a statistically higher adjusted post mean score than male students in the 6th grade for the dependent variable Attitudes Toward Academic Reading, and

7. female students in the 6th grade who participated in the implemented read-aloud program had a statistically higher adjusted post mean score than the male students in the 6th grade for the dependent variable Total.

Results of the Present Study and Related Literature

The results of the present study supported the conclusion of Leach (1993) and Harrison (1994) in the generalization that participation in a read-aloud program would indeed create a more positive attitude toward reading in elementary school age children. The results of the present study did not support those reported by Rains (1993) who found high socioeconomic status students had significantly higher adjusted post mean in Attitude Toward Academic Reading and Total on the Elementary Reading Attitude Survey. The present researcher found no association between socioeconomic status and attitudes toward reading. The results of the present study supported Rains (1993) Stanovich, Cunningham, and Freeman (1984, cited in Miller & McKenne, 1989) and Groff (1962, cited in

Alexander & Filler, 1976) who indicated that there was no association between cognitive ability and attitudes toward reading.

Generalizations

The results of the present study appear to support the following generalizations:

1. students in 6th grade who participate in a read-aloud program acquire a more positive attitude toward reading than 6th grade students who did not participate,

2. students in 3rd grade who are read-aloud to acquire a more positive attitude toward reading (Attitudes Toward Recreational Reading) than 3rd grade students who did not participate,

3. female students in 6th grade who participate in a read-aloud program acquire a more positive attitude toward reading (Attitude Toward Academic Reading and Total) than 6th grade male students who did participate,

4. no association between socioeconomic status for those who participated in this read-aloud program and reading attitude,

5. no association between English as a Second Language for those who participated in this read-aloud program and reading attitude,

6. no association between family structure for those who participated in this read-aloud program and reading attitude,

7. no association between self-esteem for those who participated in this read-aloud program and reading attitude, and

8. no association between cognitive ability for those who participated in this read-aloud program and reading attitude.

Recommendations

The results of the present study appear to support the following recommendations:

1. the study should be replicated with a larger random sample,

2. the study should be replicated in schools of varying sizes,

3. the study should be replicated using additional or different independent variables,

4. the study should be replicated including all grade levels (K-6),

5. the study should be replicated using different organizational structures, such as discussion and journal writing after the read-aloud sessions, and

6. the study should be replicated employing different types of implementations.

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APPENDIX A

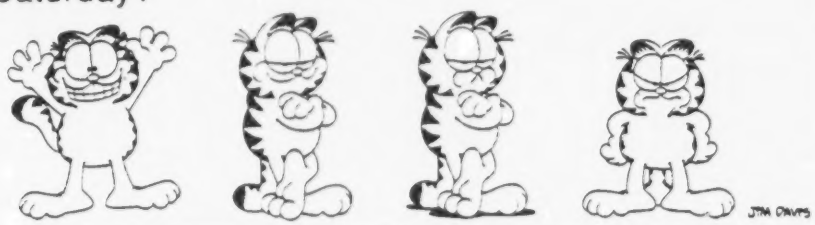
Elementary Reading Attitude Survey

(ERAS)

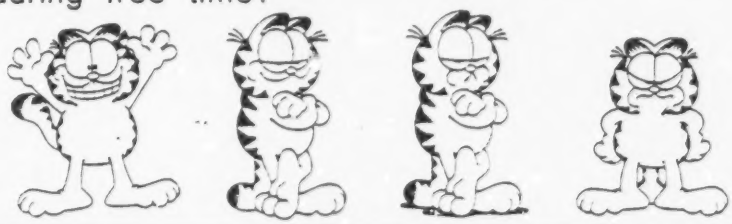
ELEMENTARY READING ATTITUDE SURVEY

School_____ Grade___ Name_____

1. How do you feel when you read a book on a rainy Saturday?

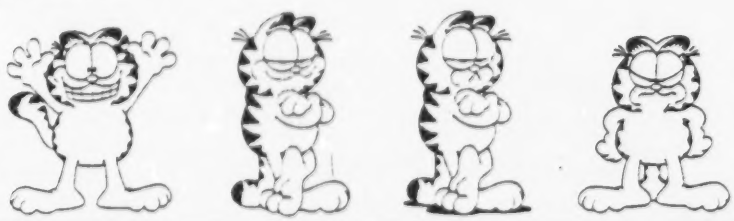


2. How do you feel when you read a book in school during free time?



3. How do you feel about reading for fun at home?

4. How do you feel about getting a book for a present?



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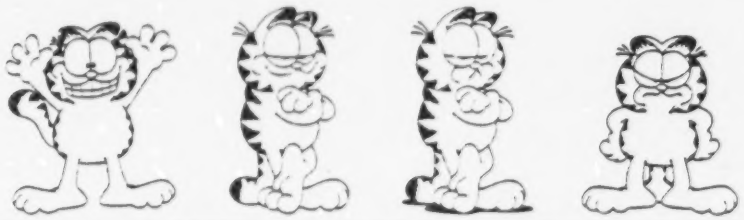
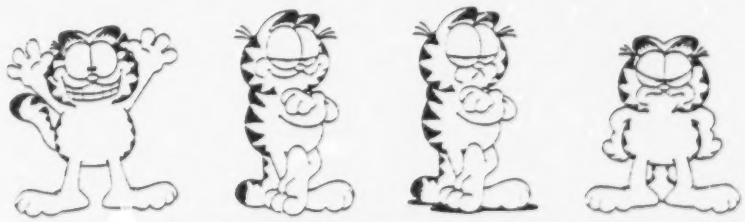
5. How do you feel about spending free time reading?

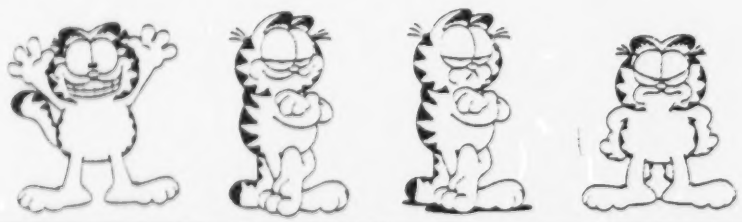


6. How do you feel about starting a new book?



7. How do you feel about reading during summer vacation?

8. How do you feel about reading instead of playing?



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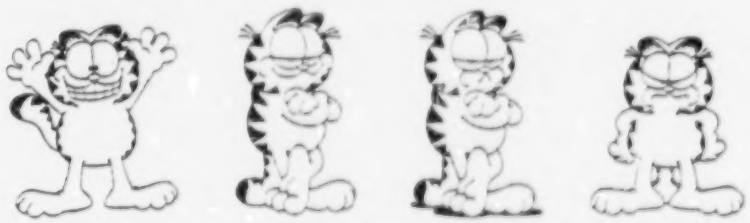
9. How do you feel about going to a bookstore?



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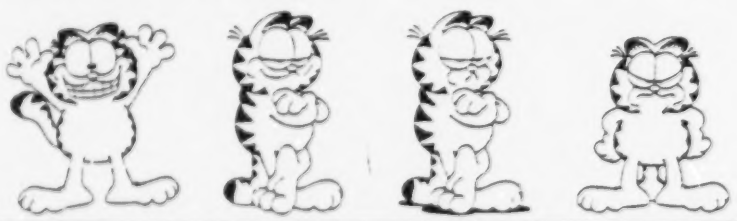
10. How do you feel about reading different kinds of books?

11. How do you feel when the teacher asks you questions about what you read?

12. How do you feel about doing reading workbook pages and worksheets?



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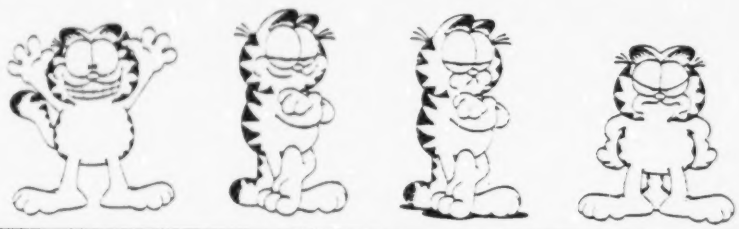
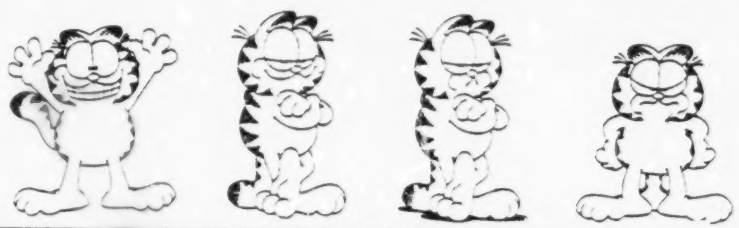
13. How do you feel about reading in school?

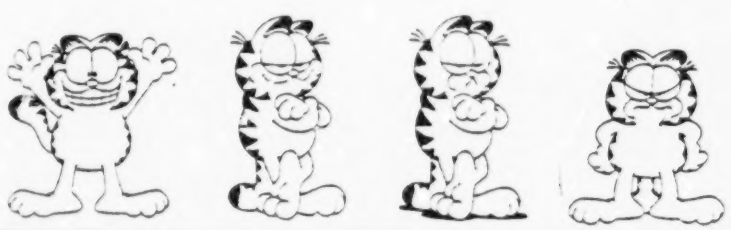


14. How do you feel about reading your school books?



15. How do you feel about learning from a book?

16. How do you feel when it's time for reading class?



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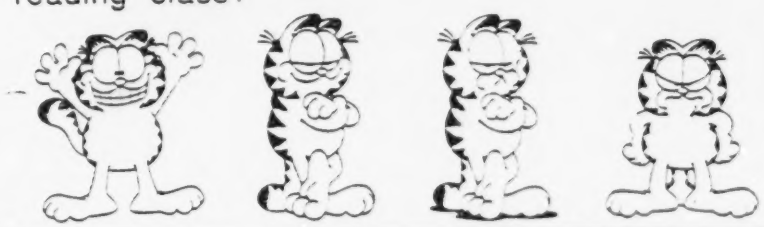
17. How do you feel about the stories you read in reading class?



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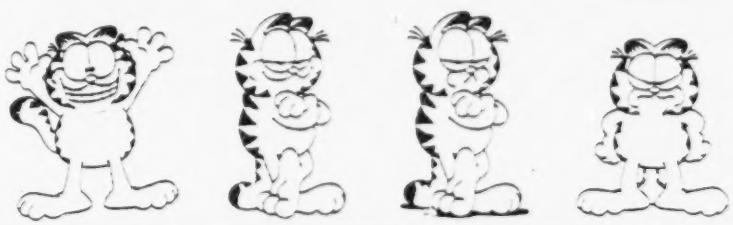
18. How do you feel when you read out loud in class?



19. How do you feel about using a dictionary?

20. How do you feel about taking a reading test?

Elementary Reading Attitude Survey
Scoring sheet

Student name _____

Teacher _____

Grade _____ Administration date _____

Scoring guide	
4 points	Happiest Garfield
3 points	Slightly smiling Garfield
2 points	Mildly upset Garfield
1 point	Very upset Garfield

Recreational reading	Academic reading
1. ____	11. ____
2. ____	12. ____
3. ____	13. ____
4. ____	14. ____
5. ____	15. ____
6. ____	16. ____
7. ____	17. ____
8. ____	18. ____
9. ____	19. ____
10. ____	20. ____
Raw score: ____	Raw score: ____

Full scale raw score (Recreational + Academic): _____

Percentile ranks	
Recreational	
Academic	
Full scale	

Elementary Reading Attitude Survey
Directions for use

The Elementary Reading Attitude Survey provides a quick indication of student attitudes toward reading. It consists of 20 items and can be administered to an entire classroom in about 10 minutes. Each item presents a brief, simply-worded statement about reading, followed by four pictures of Garfield. Each pose is designed to depict a different emotional state, ranging from very positive to very negative.

Administration

Begin by telling students that you wish to find out how they feel about reading. Emphasize that this is *not* a test and that there are no "right" answers. Encourage sincerity.

Distribute the survey forms and, if you wish to monitor the attitudes of specific students, ask them to write their names in the space at the top. Hold up a copy of the survey so that the students can see the first page. Point to the picture of Garfield at the far left of the first item. Ask the students to look at this same picture on their own survey form. Discuss with them the mood Garfield seems to be in (very happy). Then move to the next picture and again discuss Garfield's mood (this time, a *little* happy). In the same way, move to the third and fourth pictures and talk about Garfield's moods—a little upset and very upset. It is helpful to point out the position of Garfield's *mouth*, especially in the middle two figures.

Explain that together you will read some statements about reading and that the students should think about how they feel about each statement. They should then circle the picture of Garfield that is closest to their own feelings. (Emphasize that the students should respond according to their own feelings, not as Garfield might respond!) Read each item aloud slowly and distinctly; then read it a second time while students are thinking. Be sure to read the item *number* and to remind students of page numbers when new pages are reached.

Scoring

To score the survey, count four points for each leftmost (happiest) Garfield circled, three for each slightly smiling Garfield, two for each mildly upset Garfield, and one point for each very upset (rightmost) Garfield. Three scores for each student can be obtained: the total for the first 10 items, the total for the second 10, and a composite total. The first half of the survey relates to attitude toward recreational reading; the second half relates to attitude toward academic aspects of reading.

Interpretation

You can interpret scores in two ways. One is to note informally where the score falls in regard to the four nodes of the scale. A total score of 50, for example, would fall about mid-way on the scale, between the slightly happy and slightly upset figures, therefore indicating a relatively indifferent overall attitude toward reading. The other approach is more formal. It involves converting the raw scores into percentile ranks by means of Table 1. Be sure to use the norms for the right grade level and to note the column headings (Rec = recreational reading, Aca = academic reading, Tot = total score). If you wish to determine the average percentile rank for your class, average the raw scores first; then use the table to locate the percentile rank corresponding to the raw score mean. Percentile ranks cannot be averaged directly.

APPENDIX B

Validity and Reliability

ERAS

APPENDIX

Technical aspects of the Elementary Reading Attitude Survey

The norming project

To create norms for the interpretation of scores, a large-scale study was conducted in late January, 1989, at which time the survey was administered to 18,138 students in Grades 1-6. A number of steps were taken to achieve a sample that was sufficiently stratified (i.e., reflective of the American population) to allow confident generalizations. Children were drawn from 95 school districts in 38 U.S. states. The number of girls exceeded by only 5 the number of boys. Ethnic distribution of the sample was also close to that of the U.S. population (*Statistical abstract of the United States*, 1989). The proportion of Blacks (9.5%) was within 3% of the national proportion, while the proportion of Hispanics (6.2%) was within 2%.

Percentile ranks at each grade for both subscales and the full scale are presented in Table 1. These data can be used to compare individual students' scores with the national sample and they can be interpreted like achievement-test percentile ranks.

Table 1
Mid-year percentile ranks by grade and scale

Raw	Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6		
Scr	Rec	Acs	Tot	Rec	Acs	Tot	Rec	Acs	Tot	Rec	Acs	Tot	Rec	Acs	Tot	Rec	Acs	Tot
80			99			99			99			99			99			99
79			95			96			98			99			99			99
78			93			95			97			98			99			99
77			92			94			97			98			99			99
76			90			93			96			97			98			99
75			88			92			95			96			98			99
74			86			90			94			95			97			99
73			84			88			92			94			97			98
72			82			86			91			93			96			98
71			80			84			89			91			95			97
70			78			82			86			89			94			96
69			75			79			84			88			92			95
68			72			77			81			86			91			93
67			69			74			79			83			89			92
66			66			71			76			80			87			90
65			62			69			73			78			84			88
64			59			66			70			75			82			86
63			55			63			67			72			79			84
62			52			60			64			69			76			82
61			49			57			61			66			73			79
60			46			54			58			62			70			76
59			43			51			55			59			67			73
58			40			47			51			56			64			69
57			37			45			48			53			61			66
56			34			41			44			48			57			62
55			31			38			41			45			53			58
54			28			35			38			41			50			55
53			25			32			34			38			46			52
52			22			29			31			35			42			48
51			20			26			28			32			39			44
50			18			23			25			29			36			40
49			15			20			23			26			33			37
48			13			18			20			23			29			33
47			12			15			17			20			25			30
46			10			13			15			18			23			27
45			8			11			13			16			20			25
44			7			9			11			13			17			22
43			6			8			9			12			15			20
42			5			7			8			10			13			17
41			5			6			7			9			12			15
40	99	99	4	99	99	5	99	99	6	99	99	7	99	99	10	99	99	13
39	92	91	3	94	94	4	96	97	5	97	98	6	98	99	9	99	99	12
38	89	88	3	92	92	3	94	95	4	95	97	5	96	98	8	97	99	10

37	86	85	2	88	89	2	90	93	3	92	95	4	94	98	7	95	99	8
36	81	79	2	84	85	2	87	91	2	88	93	3	91	96	6	92	98	7
35	77	75	1	79	81	1	81	88	2	84	90	3	87	95	4	88	97	6
34	72	69	1	74	78	1	75	83	2	78	87	2	82	93	4	83	95	5
33	66	63	1	68	73	1	69	79	1	72	83	2	77	90	3	79	93	4
32	58	58	1	62	67	1	63	74	1	66	79	1	71	86	3	74	91	3
31	52	53	1	56	62	1	57	69	0	60	75	1	65	82	2	69	87	2
30	44	49	1	50	57	0	51	63	0	54	70	1	59	77	1	63	82	2
29	38	44	0	44	51	0	45	58	0	47	64	1	53	71	1	58	78	1
28	32	39	0	37	46	0	38	52	0	41	58	1	48	66	1	51	73	1
27	25	34	0	31	41	0	33	47	0	35	52	1	42	60	1	46	67	1
26	21	30	0	25	37	0	28	41	0	29	46	0	36	54	0	39	60	1
25	17	25	0	20	32	0	21	35	0	23	40	0	30	49	0	34	54	0
24	12	21	0	15	27	0	17	31	0	19	35	0	25	42	0	29	49	0
23	9	18	0	11	23	0	13	26	0	14	29	0	20	37	0	24	42	0
22	7	14	0	8	18	0	9	22	0	11	25	0	16	31	0	19	36	0
21	5	11	0	6	15	0	6	18	0	9	20	0	13	26	0	15	30	0
20	4	9	0	4	11	0	5	14	0	6	16	0	10	21	0	12	24	0
19	2	7		2	8		3	11		5	13		7	17		10	20	
18	2	5		2	6		2	8		3	9		6	13		8	15	
17	1	4		1	5		1	5		2	7		4	9		6	11	
16	1	3		1	3		1	4		2	5		3	6		4	8	
15	0	2		0	2		0	3		1	3		2	4		3	6	
14	0	2		0	1		0	1		1	2		1	2		1	3	
13	0	1		0	1		0	1		0	1		1	2		1	2	
12	0	1		0	0		0	0		0	1		0	1		0	1	
11	0	0		0	0		0	0		0	0		0	0		0	0	
10	0	0		0	0		0	0		0	0		0	0		0	0	

Reliability

Cronbach's alpha, a statistic developed primarily to measure the internal consistency of attitude scales (Cronbach, 1951), was calculated at each grade level for both subscales and for the composite score. These coefficients ranged from .74 to .89 and are presented in Table 2.

It is interesting that with only two exceptions, coefficients were .80 or higher. These were for the recreational subscale at Grades 1 and 2. It is possible that the stability of young children's attitudes toward leisure reading grows with their decoding ability and familiarity with reading as a pastime.

Table 2
Descriptive statistics and internal consistency measures

		Recreational Subscale				Academic Subscale				Full Scale (Total)			
Grade	N	M	SD	SeM	Alpha[a]	M	SD	SeM	Alpha	M	SD	SeM	Alpha
1	2,518	31.0	5.7	2.9	.74	30.1	6.8	3.0	.81	61.0	11.4	4.1	.87
2	2,974	30.3	5.7	2.7	.78	28.8	6.7	2.9	.81	59.1	11.4	3.9	.88
3	3,151	30.0	5.6	2.5	.80	27.8	6.4	2.8	.81	57.8	10.9	3.8	.88
4	3,679	29.5	5.9	2.4	.83	26.9	6.3	2.6	.83	56.5	11.0	3.6	.89
5	3,374	29.5	6.1	2.3	.86	25.6	6.0	2.5	.82	54.1	10.8	3.6	.89
6	2,442	27.9	6.2	2.2	.87	24.7	5.8	2.5	.81	52.5	10.6	3.5	.89
All	18,138	29.5	5.9	2.5	.82	27.3	6.6	2.7	.83	56.8	11.3	3.7	.89

[a]Cronbach's alpha (Cronbach, 1951).

Validity

Evidence of construct validity was gathered by several means. For the recreational subscale, students in the national norming group were asked (a) whether a public library was available to them and (b) whether they currently had a library card. Those to whom libraries were available were separated into two groups (those with and without cards) and their recreational scores were compared. Cardholders had significantly higher ($p < .001$) recreational scores ($M = 30.0$) then noncardholders ($M = 28.9$), evidence of the subscale's validity in that scores varied predictably with an outside criterion.

A second test compared students who presently had books checked out from their school library versus students who did not. The comparison was limited to children whose teachers reported not requiring them to check out books. The means of the two groups varied significantly ($p < .001$), and children with books checked out scored higher ($M = 29.2$) than those who had no books checked out ($M = 27.3$).

A further test of the recreational subscale compared students who reported watching an average of less than 1 hour of television per night with students who reported watching more than 2 hours per night. The recreational mean for the low televiewing group (31.5) significantly exceeded ($p < .001$) the mean of the heavy televiewing group (28.6). Thus, the amount of television watched varied inversely with children's attitudes toward recreational reading.

The validity of the academic subscale was tested by examining the relationship of scores to reading ability. Teachers categorized norm-group children as having low, average, or high overall reading ability. Mean subscale scores of the high-ability readers ($M = 27.7$) significantly exceeded the mean of low-ability readers ($M = 27.0$, $p < .001$), evidence that scores were reflective of how the students truly felt about reading for academic purposes.

The relationship between the subscales was also investigated. It was hypothesized that children's attitudes toward recreational and academic reading would be moderately but not highly correlated. Facility with reading is likely to affect these two areas similarly, resulting in similar attitude scores. Nevertheless, it is easy to imagine children prone to read for pleasure but disenchanted with assigned reading and children academically engaged but without interest in reading outside of school. The intersubscale correlation coefficient was .64, which meant that just 41% of the variance in one set of scores could be accounted for by the other. It is reasonable to suggest that the two subscales, while related, also reflect dissimilar factors—a desired outcome.

To tell more precisely whether the traits measured by the survey corresponded to the two subscales, factor analyses were conducted. Both used the unweighted least squares method of extraction and a varimax rotation. The first analysis permitted factors to be identified liberally (using a limit equal to the smallest eigenvalue greater than 1). Three factors were identified. Of the 10 items comprising the academic subscale, 9 loaded predominantly on a single factor while the 10th (item 13) loaded nearly equally on all three factors. A second factor was dominated by 7 items of the recreational subscale, while 3 of the recreational items (6, 9, and 10) loaded principally on a third factor. These items did, however, load more heavily on the second (recreational) factor than on the first (academic). A second analysis constrained the identification of factors to two. This time, with one exception, all items loaded cleanly on factors associated with the two subscales. The exception was item 13, which could have been interpreted as a recreational item and thus apparently involved a slight ambiguity. Taken together, the factor analyses produced evidence extremely supportive of the claim that the survey's two subscales reflect discrete aspects of reading attitude.

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APPENDIX C

Personal Attribute Inventory for Children

(PAIC)

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THE PERSONAL ATTRIBUTE INVENTORY FOR CHILDREN

Read through this list of words, then put an X in the box beside the 15 words which best describe how you feel toward yourself.

_____ Afraid	_____Happy
_____Angry	_____Healthy
_____Awkward	_____Helpful
_____Bad	_____Honest
_____Beautiful	_____Jolly
_____Bitter	_____Kind
_____Brave	_____Lazy
_____Calm	_____Lovely
_____Careless	_____Mean
_____Cheerful	_____Nagging
_____Complaining	_____Nice
_____Cowardly	_____Polite
_____Cruel	_____Pretty
_____Dirty	_____Rude
_____Dumb	_____Selfish
_____Fairminded	_____Show-Off
_____Foolish	_____Strong
_____Friendly	_____Sweet
_____Gentle	_____Ugly
_____Gloomy	_____Unfriendly
_____Good	_____Weak
_____Great	_____Wise
_____Greedy	_____Wonderful
_____Handsome	_____Wrongful

Thomas S. Parish

APPENDIX D

Student Demographic Sheet

Read-Aloud Program

STUDENT DEMOGRAPHIC SHEET
READ-ALOUD PROGRAM

NAME_____

_____MALE _____FEMALE
(PUT AN X BY THE ONE)

FAMILY STRUCTURE -
(PUT AN X BY THE ONE THAT BEST DESCRIBES YOUR HOME)

WITH WHOM DO YOU LIVE?

_____ A. MOM AND DAD

_____ B. MOM ONLY

_____ C. DAD ONLY

_____ D. MOM AND STEPDAD

_____ E. DAD AND STEPMOM

_____ F. OTHER (GRANDPARENTS, FOSTER PARENTS, ETC.)

WHICH READING GROUP WERE YOU IN?
(PUT AN X BY ONE)

_____MR. KOHLS _____MRS. CANNY (TREATMENT GROUP)

_____MRS. PORTER _____MRS. GERMAN (CONTROL GROUP)

TREATMENT GROUP ONLY

IF YOU WERE IN THIRD GRADE DID YOU ELECT TO READ THE FIRST 15 WEEKS?

_____YES _____NO

APPENDIX E

Teacher Demographic Sheet

Read-Aloud Program

TEACHER DEMOGRAPHIC SHEET
READ-ALOUD PROGRAM

NAME_____

GRADE _____3RD _____6TH

SOCIOECONOMIC STATUS

_____1. REGULAR LUNCH PROGRAM

_____2. REDUCED LUNCH PROGRAM

_____3. FREE LUNCH PROGRAM

ESL STATUS

_____1. ENGLISH IS MAIN LANGUAGE

_____2. ENGLISH IS A SECOND LANGUAGE

PERSONAL ATTRIBUTE INVENTORY FOR CHILDREN

_____1. 0-5 POSITIVE RESPONSES, LOW SELF-ESTEEM

_____2. 6-10 POSITIVE RESPONSES, MODERATE SELF-ESTEEM

_____3. 11-15 POSITIVE RESPONSES, HIGH SELF-ESTEEM

APPENDIX F

Letter Requesting Permission to Use ERAS

August 29, 1994

Dr. Dennis J. Kear
Dept. of Curriculum & Instruction
Wichita State University
Wichita, KS. 67208

Dear Dr. Kear,

Currently, I am a graduate student at Fort Hays State University and I am in the process of writing my thesis. The topic I have chosen for my thesis has to do with implementing a read-aloud program and finding if this read-aloud program will increase a positive reading attitude in the students participating.

While doing research for this thesis, I found that your article published in the Reading Teacher in May of 1990 was very informative and contained an Elementary Reading Attitude Survey by use of a "user friendly" Garfield. I would like permission to use this survey as part of my research. Also, I would appreciate any other information or guidance you could give me.

I am looking forward to your reply. Thank-you for your time and effort.

Sincerely,

Sharon Porter

Sharon Porter
Box 151
Johnson, KS. 67855

APPENDIX G

Letter Granting Permission to Use the ERAS

The
Wichita
State University
Department of Curriculum and Instruction

September 6, 1994

Sharon Porter
Box 151
Johnson, KS 67855

Dear Sharon:

Thank you for requesting permission to use our Elementary Reading Attitude Survey which was published in the Reading Teacher in May 1990 as part of your Masters thesis. Certainly you may have that permission and I request that you follow the guidelines specified in the Reading Teacher article for using the survey. That is an agreement between the authors and the company that owns the rights to the Garfield character. We are pleased that you found the survey useful and want to use it in completing your thesis topic. Our only request is that you forward a copy of your thesis results to us for our records. In the near future we will attempt to publish an update of the survey specifying the many ways researchers and teachers have used the survey and the results that they have found.

Sincerely,

Dennis J. Kear, Chair
Curriculum & Instruction

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APPENDIX H

Letter Requesting Permission to Use PAIC

August 29, 1994

Dr. Thomas S. Parrish
College of Education
Bluemont Hall
Kansas State University
Mahattan, KS. 66502

Dear Dr. Parrish,

I am a graduate student at Fort Hays State University and currently I am involved in writing my thesis. The topic I have chosen has to do with implementing a read-aloud program and it's effect on reading attitude.

While discussing my plans with Dr. Bill Daley, he informed me that you have designed a Self-Concept Survey, as well as, a Perception of Family Survey. I would like to request copies of these surveys and permission to use them as part of the research behind my thesis. Also, I would request any information on these two surveys as far as their reliability and validity. Please let me know if there is any cost concerning such items.

Thanks so much for your time and I look forward to hearing from you in the near future.

Respectfully,

Sharon Porter

Sharon Porter
Box 151
Johnson, KS. 67855

APPENDIX I

Sixth Grade Guidelines

Read-Aloud Program

Sixth Grade Guidelines, Read-Aloud Program 1994-95

Before Reading

Consider these points:

1. Talk about the title and cover.
2. Talk about some of the ideas or characters in the book and try to connect them with your experiences.
3. Alert the child to new words and concepts.
4. Invite questions.

During Reading

Consider these points:

1. Read the words on the page and call attention to their meanings.
2. Talk about the illustrations on the pages.
3. Read with expression!!!! (change voice tones with characters)
4. Talk about what might possibly happen on the next page.
5. Relate events on a page to your lives.

After Reading

Consider these points:

1. Talk about the people, events, and ideas in the book.
2. Link items in the book to items in the immediate world.
3. Stimulate the child's imagination.

APPENDIX J

List of Books Read-Aloud Program

BOOKS READ DURING 1994-1995 READ-ALOUD PROGRAM

Ramona Forever by Beverly Cleary

The Empty Grave by Ada Chittum

Stealing Home by Barry Denenberg

Shiloh by Phyllis Renolds Naylor

You Come Too by Robert Frost

James and the Giant Peach by Roald Dahl

Charlie and the Great Glass Elevator by Roald Dahl

Call of the Wild by Jack London

The Trumpet of the Swan by E. B. White

The Whipping Boy by Sid Fleischman

Return to Howliday Inn by James Howe

Dear Mr. Henshaw by Beverly Cleary

More Adventures of Homer Price by Robert McCloskey

In Dinosaurs Paw by Pat Reily Giff

The Lion, the Witch, and the Wardrobe by C. S. Lewis